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ABSTRACT

The program described in this report trained 10 aspiring principals by combining inschool experience as administrators-in-training in Richland County (South Carolina) School District One with enrollment in four University of South Carolina (USC) courses leading to administrative certification. The report begins with the superintendent's presentation of the program's rationale. Chapter 2 describes how the program began and how the 10 interns were chosen, while chapter 3 briefly profiles each intern. Discussions of the program among interns, USC professors, and the interns' administrator-mentors, held 1 month after the program began, are presented in chapter 4. In chapters 5 and 6 the interns and the mentors discuss the program's first semester, and in chapter 7 the superintendent and USC professors comment on the program's problems and advantages. A brief description of the four USC courses is also included. In chapters 8 and 9 the 10 interns and 7 mentors assess the program's first year, the skills learned, and program strengths and weaknesses. In the final chapter the superintendent and the program administrator give their assessments, outline five leadership traits and methods for gaining skills in these traits, and list 10 qualities of an effective principal. (Author/RW)

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ADMINISTRATIVE INTERN PROGRAM
FIRST YEAR REPORT
1980-81

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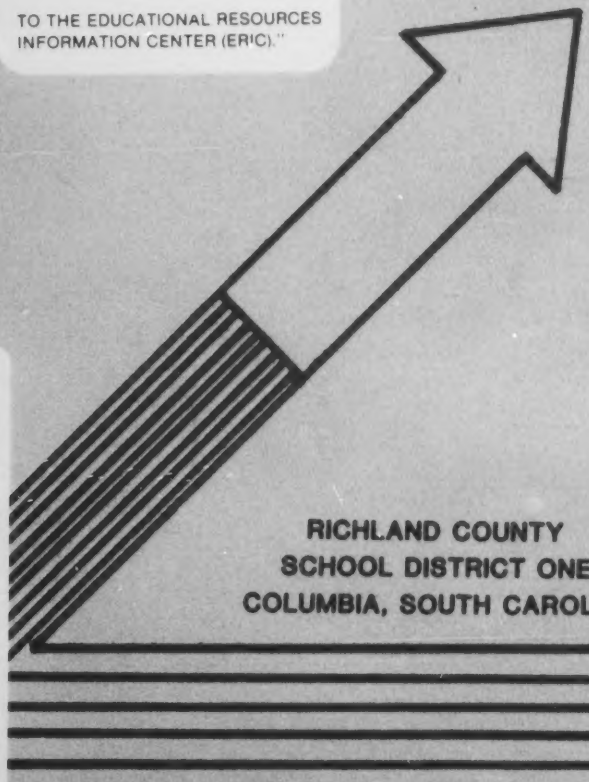

EA 014 682

RICHLAND COUNTY
SCHOOL DISTRICT ONE
COLUMBIA, SOUTH CAROLINA

ADMINISTRATIVE INTERN PROGRAM

RICHLAND COUNTY SCHOOL DISTRICT ONE

FIRST YEAR REPORT

1980-81

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INTRODUCTION

The more researchers look at schools with students who are successfully learning, the more they ask why some schools are effective and others aren't, the more important the role of the principal appears. In recognition of the need for principals who are well prepared to administrate and lead, who understand both tasks and management, Richland District One began an Administrative Internship Program in 1980-81 to train aspiring school principals.

The program combined in-the-school experience as an administrator-in-training with enrollment in University of South Carolina courses leading to administrative certification. The program was funded primarily by Richland District One, but the Fund for the Improvement of Post Secondary Education awarded the district a three-year grant to help support the program, especially as it related to the improvement of the educational administration curriculum at the University.

Research has shown effective administrator training includes a significant amount of practical, on-site training. Providing internships in a district setting met the mission of a university interested in serving local needs and met the needs of a district interested in a talent pool which provided potential administrators and increases representation of females and minorities.

The ten people chosen for the first year of the Administrative Intern Program included eight females and six blacks. As of July, 1981 four interns had been appointed principals, and two had been appointed assistant principals.

Documentation of their year of training follows.

CHAPTER I

Rationale for Training Administrators: A Statement from the Superintendent

The public school, once the glory of American society, is under fire from all sides. An earlier "sense of hope and celebration seems to be slipping" says the prospectus of a recently announced "Study of the High Schools" to be headed by Theordore Sizer, currently Headmaster of Phillips Academy. In a New York Times article last year, Albert Shanker put it more bluntly:

> Public schools are losing out to private schools.... What parents find better about most of these schools is not buildings, not curriculum, not teachers, not convenience. Nor is it rewards given to staff or its special accountability. What is it then?
>
> It's the students. Parents choose to pay for private schools rather than send their children to free public schools for the same reason that thousands of teachers who once taught in public schools are now teaching in private schools at lower salaries. The learning atmosphere may be better. There are fewer disruptions. There is much less fear of violence. There is, in a word, discipline.

Restoring confidence in public education depends on many factors. One of them, all observers agree, is strong leadership, particularly at the building level. Recent research by Ronald Edmonds and others has identified certain characteristics of effective schools as measured by performance on standardized tests. A good school is orderly, has high expectations, emphasizes learning, particularly in the basic skills, and carries on a continuous monitoring of its performance. The single person most responsible for seeing that there is a climate which nurtures all of this is the building principal. Good principals make good schools. Because of this, great care must be taken in selecting school administrators.

While this is obvious, until recently the matter has received little critical attention. The effectiveness of present practices is not supported by evidence, and in a profession preoccupied with evaluation, this is both surprising and alarming.

Prospective administrators usually take a series of courses mandated by the state. In my state of South Carolina, for example, the state requires thirty-three semester hours for a principal's license. The major certifying institution, the University of South Carolina, adds an additional six units to this. These courses are taught by professors who may not have ever been practicing school administrators. Some are not even licensed by the state to practice what they teach. Admission requirements into the preparation program are low. Declining school enrollments and colleges eager for students have resulted in an oversupply of licensed administrators. This is both expensive to the taxpayer and frustrating to the candidate. We prepare many more people than there are jobs.

The preparatory courses are neither intellectually vigorous nor very practical. Except in rare cases there is nothing analagous to "student teaching" which prospective teachers consider the most valuable part of their training. No wonder most school administrators give low marks to the required course work. Yet states, supported by schools of education, continue to insist on it along with classroom teaching experience.

Most school systems choose their leaders from among "good teachers" even though there is no necessary or demonstrated relationship between being an effective teacher and a capable administrator. The system persists though its assumptions are shaky and its efficacy unproved.

Quality education requires strong leadership so how principals are trained deserves greater attention than it has received.

What kind of people make good principals? Is the head of a ghetto school the same kind of person as the principal of an elite, suburban high school? How important is it that the principal share a racial identity with the majority of his or her students? Is it essential that this person have certain relations with the public outside the school and with staff and students inside the school? If so, what are these relationships and can they be taught?

In my judgment, based on thirty years' experience, leadership is to some degree situational, i.e., it is in part a matter of the right "fit" between the personality of the principal and what might be called the "personality" of a particular school. This, however, is a relative matter. I can recall only rare cases where an effective principal in one school failed completely in another. In those few instances there were circumstances, usually of a political nature, beyond individual control. What is almost always true is that a good principal is good anywhere, though the degree of that effectiveness may be affected by the particular situation.

Do these leaders have common qualities? Within a broad range I believe they do. Let me cite some of them.

1. Intelligence. Good principals are good problem solvers. Their ability is not necessarily related to a high I.Q. score. They exercise sound judgment based on common sense and a high degree of practical intelligence.

   The effective principal, particularly in high schools, is

more a manager than an instructional leader. This is not a criticism, but rather recognizes that the principal's most important job is to establish the climate which fosters learning.

2. Communication. Figuring out problems doesn't help much unless the solutions can be communicated. Capable administrators do well. The messages are clear. This skill includes a degree of sensitivity which makes the person a good listener. Listening is the most neglected of the communication arts. Inability or unwillingness to cultivate this simple talent has been the undoing of otherwise very capable principals.

3. Human Relations. Successful school administrators are gregarious and "other directed." They like people and convey a genuine interest in them. This includes being solicitous of staff concerns and the progress of students. They are consistent and fair in making decisions. This does not always make them popular, but it invariably brings respect.

4. Confidence. Along with the ability to get the job done, good principals rate high in self-confidence. They believe in themselves and find affirmation of that by doing well in a hard job. Successful administrators like their jobs and are optimistic about the results of their efforts. These people appreciate the difficulties of their work, but they refuse to be overcome by problems. That attitude sets a positive tone for their staff members.

5. Health. A principal's job is a stressful one. The hours are long and the work imposes both psychic and physical demands. For that reason mental and physical health are essential if one is to be effective. The admonition to "know thyself" applies. A sense of humor also helps.

To some degree these characteristics can be cultivated, though much may not be amenable to training. What can be taught can best be developed in a setting which combines theory and practice. For this reason, some kind of internship makes sense. In this way the aspiring administrator can apprentice under an experienced mentor. The academic training is offered concurrently in a manner which both derives from and informs the practical experience. Modules can be developed based on developing those qualities which we have listed as describing successful administrators.

This approach is now being developed as a joint venture between Richland County (South Carolina) School District One and the University of South Carolina. These two institutions implemented during school year 1980-81 an Administrative Intern Program designed to provide training for persons interested in becoming school principals. Ten persons were selected as administrative interns and served in an apprenticeship capacity with practicing district administrators during that academic year.

Selection was based on merit, with emphasis given to females and minorities, both of whom are underrepresented in school administration. To be eligible, persons had to have at least three years' teaching experience and hold a valid South Carolina teacher's certificate (or be

eligible for such a certificate). Additional qualities sought in interns included creativity, leadership potential, communications skills, experience in urban education, and a strong academic background.

The major purpose of the program is to develop a talent pool of individuals from which administrative positions in the district can be filled. Prior to the Administrative Intern Program the district had no systematic way of identifying or training potential school administrators. In addition, there are few women and minorities in upper level administrative positions, with little chance for increases without an assertive identification program.

The University of South Carolina's College of Education is the primary training institution for school administrators in the state. Persons can earn administrative certification as well as advanced degrees by completing University programs. Since it appears that the most effective administrative training programs, particularly in the opinion of participants, are those which include a significant amount of practical, on-site training, a program providing internships in a district setting meets the mission of a university attempting to serve local district needs.

Richland One's administrative interns are also enrolled as graduate students at the University of South Carolina in programs leading toward administrative certification. University faculty conduct seminars dealing with various topics related to school administration as well as collaborate with district personnel in the supervision of the interns. It is too early to tell what effect, if any, all of this will have on the content of university courses in school administration.

A federal agency, the Fund for the Improvement of Post Secondary Education (FIPSE), awarded a three-year grant to help support Richland One's internship program, especially as it relates to the improvement of the Educational Administration curriculum at the University of South Carolina. First-year funding (1980-81) was $67,095 and it is anticipated that the three-year funding level will approach $215,000.

Through its Administrative Intern Program, Richland One is creating a cadre of educational leaders. At the same time, district and university officials are developing a field-based model for training school administrators and, in the process, are establishing a model for cooperation between a school district and a higher education institution. The intern program in Richland One exemplifies a successful blend of theory and practice, in terms of providing administrative training. Hence, institutional collaboration and field-based instruction may well prove to be the most workable formula for creating a new and promising frontier in the education of school administrators.

The sponsors of this cooperative program believe it will prove more effective than the traditional methods of preparation. It does not presume to train a large number of people and does not deny its selective nature. Given the present oversupply of certified administrators that is no criticism.

The burden of my argument is that the preparation of administrative practitioners and, particularly, building principals is enhanced by hands-on experiences. In this process local school systems should play

a major part in preparing the future leaders for their own schools.

James March from Stanford University put it well when he said that

> There is more than ordinary pretentiousness in the thought that we can improve educational administration through writing about it or through explicit programs for the selection and training of administrators. Books and formal training have somewhat the same relation to administration that they have to parenthood. Most of the knowledge, technics and beliefs that characterize American child rearing are learned from casual apprenticeships, recollections of childhood, on the job training and associates. Despite more academic rituals of certification, most of the practices of educational administration seem to come from a similar kind of experience and contacts.

CHAPTER II

How It All Began

Richland District One's administrative intern program really began, not in the district's home of Columbia, South Carolina, but in Gary, Indiana. Superintendent Gordon McAndrew, who came to Columbia from Gary, says, "It began in Gary probably five or six years ago. I looked around at the people applying for principalships, and I saw a not really well prepared group. They were certified by Schools of Administration, but they were really poor educators. It occurred to me -- and it's not a very novel idea -- to try a preservice on our own."

When McAndrew became Richland One's superintendent he took that idea a few steps further. In Gary, the interns were assigned to principals or mentors, but the interns were also functioning as teachers with full-time teaching loads. In Columbia, in a program begun in the 1980-81 school year, the interns have one job -- learning.

Dr. Connie Buford, McAndrew's special assistant and in charge of the administrative intern project, recalls, "When Dr. McAndrew came he talked about staff needs and said he wanted an internship program. He said that from the very beginning."

The district did have "administrative assistants," positions supposedly used as a training ground for future administrators. But people stayed in those positions for five or ten years, for a career. McAndrew decided to eliminate the administrative assistantships because he saw the posts as dead-end jobs and no way to train administrators. Cutting about two dozen jobs released money for his idea.

In December 1979 a memo was sent out which described the administrative internship idea. The program, the memo said, was designed "for capable individuals interested in becoming school principals and preparing themselves for careers in school administration." There would be up to 10 interns appointed in the 1980-81 school year, the memo said. The posts would be open to certified teachers. The interns would be paid as teachers and should be prepared to study for administrative certification if they were not already working on that. "Selection will be based on merit with special interest in female and minority group applications," the memo said.

The memo asked those interested to write or call Dr. Buford. The response to that informal sampling was "overwhelming," Dr. Buford says. "I bet we had 150 names on our list." The district was ready to go; salaries would be paid with the money released by eliminating the administrative assistantships. Applications were prepared in February. "But we also realized somewhere there were funds available to make it a really good program," Dr. Buford recalls.

A proposal for support was submitted in April to the Fund for Improvement of Post-Secondary Education. In June Richland District One learned it was funded, the only school district to receive that honor. According to the grant proposal, the district and the University of South Carolina would collaborate in creating the internship program, developing a field-based curriculum in educational administration, providing leadership training for practicing administrators and designing a resource center for professional development.

FIPSE funds would pay half the salary of the project coordinator, a University of South Carolina consultant salary and a salary for a graduate assistant for the University consultant, other consultant fees, travel and supplies.

Dr. Buford says, "From the very beginning we put emphasis on females and minorities. We wanted the program 75-80 percent female because females in the district typically are not in administrative positions. We offered preference to those in the district, but we do want to attract outside people."

Despite limited fanfare almost 200 applications were received. "We were pleased but a little bit overwhelmed at the number of applicants," says Dr. Buford. She, the associate superintendent for instruction and the assistant superintendent for personnel narrowed the applications down to a stack of 100, looking among recognized names for those "who in our opinion would make good administrators," and among those whose names weren't known for strong applications. "Particular interest was paid to the writing sample," Dr. Buford says.

Next a screening committee was formed which was "representative of the district and contained people who understood what the internship program was about, that one of its major purposes was to develop a cadre of people to go into administration, almost like subversion from inside." The screening committee included Dr. Buford, McAndrew, the associate superintendent for instruction, the executive director of federal programs, a young male high school principal and a middle-aged female elementary school principal. Half of the committee was black, half white; half female, half male.

The applications they reviewed contained information on each candidate's present job, certification areas, education, professional experience, books read in the past six months, periodicals routinely read and hobbies. Three references were requested, and a written report by the applicant's supervisor was required.

The applicant's supervisor, in most cases a school principal, was expected to comment on the person's strengths and weaknesses and to comment on the candidate's possibilities as an administrative intern. Supervisors were also expected to check a percentage rank comparing the candidate to other school employees. The letter asking for the supervisor's responses said criteria for selection included at least three years' successful teaching experience, demonstrated leadership potential, proficiency in written and oral communication, evidence of creativity and flexibility, prior experience which demonstrated an interest in the problems of urban schools and the ability to meet University of South Carolina admissions criteria.

Dr. Buford and McAndrew agree the most valuable information was provided by the writing sample. Applicants were asked to comment, in no more than 250 words, on what they considered the critical issues in education in the 1980s. "We were interested in outstanding educators with above average intelligence so the writing sample was really important. If there were grammatical errors, they were gone," Dr. Buford recalls.

As the committee sifted through the applications, "The main questions we asked, because we had such a pot to choose from, is are we looking at real superstars? We looked for something in the

application which made them above average. We looked at what books they had read lately, what hobbies they had. We kept using the term 'superstar.'" The committee also believed, Dr. Buford says, "If persons had been teaching for a number of years and not done anything that made them shine, if they had been around for 10 years and nobody had heard of them, then they didn't have the initiative and leadership we're looking for."

Further reviews of the stack narrowed the applications to 28, only four of that total male applicants. Most candidates were female, Buford says, and the better applicants were also female. The 28 were interviewed by the committee. Each interviewer filled out a reaction form after the group's meeting with the applicant, writing comments on the six criteria as well as an overall opinion of the candidate. The 28 were grouped into three categories: five to six were considered clear-cut approvals, eight to 10 were rejected, and the rest were "possibles." McAndrew called back about six.

He says, "I think communication skills are important, including listening, and I suppose in talking with a candidate that is the one thing I'm aware of. I think you can be reasonably objective about that." He also looks for "a sense of a person's grasp of the job, what sense he or she has of what a principal is supposed to do." McAndrew says he looks for a sense "of schools being there to educate young people" and believes expressing that point well "is a function of communication and intelligence. And I look for a sense of commitment. Does the applicant really believe in education; is that what he or she wants to do?"

Of the 10 finalists, eight are female, two male. One of the males is black, one white. Five of the eight females are black. McAndrew says, "Certainly the final decisions had something to do with race and sex factors, but that didn't prove to be a significant problem. The female candidates were better than the male." He says the internship idea was first just a means to getting good candidates for principalships. "Although you can't work in a desegregated situation without being more conscious of racial factors. In everything you do, almost, you have to consider that." The idea developed into an intern program that also provided affirmative action, as well, and FIPSE was particularly interested in aiding females and minorities.

Only half the job was done once interns were selected. Each intern had to be matched up to a "mentor," a principal to serve as example and teacher. "Even before the intern selections were made we had begun to think of principals," Dr. Buford says. An upper level reorganization had left two assistant superintendents with a great deal more responsibility. Because assistants couldn't be justified in the budget, there seemed to be two good slots in central office which would provide help to the assistant superintendents and training for two interns. Three principals asked for interns and got them. An effort was also made to place black with white, male with female and to offer interns interested in either elementary or secondary schools their choice of school level.

The interviews had been concluded in April; finalists were announced in May, and in June a luncheon was held so interns,

principals and central office staff could meet. University staff involved also attended.

August 18, 1980 was the administrative intern's first day in Richland District One.

What will the program do for the interns? Provide them hands-on experience in administration. What will it do for the district? "Provide good principals," says McAndrew. Dr. Buford says, "You get to do two things. You handpick people with administrative potential and put them through your own training program. And you provide them with the opportunity to prove themselves or to fail without taking the whole school down with them." On the other hand, Dr. Buford notes, "It could be criticized for perpetuating our own philosophy."

McAndrew sees another benefit and danger. "In a sense, anything for which this district gets positive feedback is valuable," he says. "Positive feedback goes back to the morale question. This district needs to feel better about itself. There's this automatic assumption we're second class. In working to make the district first class, you must look at what's wrong, and looking at what's wrong, you run the risk of confirming the fears." What's wrong? The superintendent says, "Clearly the question of selecting principals is an important issue. It's fairly obvious here, there's not an impressive group of principals and the candidates coming along are not that outstanding either. So as principals leave or retire you need to have built in a source of quality."

The administrative internship program, McAndrew believes, "offers a way of improving the quality of leadership. And what distinguishes good schools and districts, obviously, are the principals."

CHAPTER III

Who Are the Interns?

Who are the ten interns selected by Richland District One for the first year of the Administrative Internship Program?

Of the ten, eight are female, two male; six are black, four white. One of the ten was a community education coordinator, one a counselor, one a supervisor of elementary practicum students at the University of Sout Carolina.

Seven of the ten were teachers. Two of the seven teachers were from outside District One ranks. But one of the two was also a District One school board member, and the other had grown up just outside Columbia and wanted to return home.

All were believed by the interviewers to possess the initiative and intelligence to make them excellent potential administrators.

Brief biographies of the ten follow.

JANE C. BRAILSFORD

ASSIGNMENT: EAU CLAIRE HIGH SCHOOL

"I never set out to be a teacher per se; it just led that way," says Jane C. Brailsford, 33. "My mother was a teacher and guidance counselor; two aunts were teachers."

As a high school student she thought of becoming a lawyer but the idea just "dwindled away." She earned a bachelor's in political science from East Tennessee State and a master's in history from Radford College in Virginia. She found herself becoming an educator when she followed her husband, an Army lawyer, to Germany.

"A degree in history didn't prepare me to do much but teach," she says. And she found herself an adult education teacher for the overseas school system teaching government, United States History, American government, English and beginning German. She soon added counseling and then became a teacher-counselor responsible for the supervision of five centers.

When the Brailsfords returned to Columbia, South Carolina (near his hometown), Mrs. Brailsford became a counselor at Fort Jackson and continued her education at the University of South Carolina, studying curriculum and instruction for a doctorate.

She took a job as a community education coordinator in Richland District One, using Columbia High School as a satellite center for seven schools. But it was an all-day, all-night job keeping her away from her child and "that was an impetus to look for something else."

The administrative intern slots seemed the next step because "I had really only taught for a year. When I said I was a counselor I really functioned as an administrator, recruiting students, hiring teachers, evaluating records. As a teacher-supervisor I was, on a very small scale, an assistant superintendent. I really enjoyed it. I think my administrative skills are good, and I work with people well," she says.

Mrs. Brailsford believes a good leader, a good principal, "stays cool, tries to maintain a balance, to maintain the same emotional state. He handles people well. Students or teachers are treated as important people. He's highly respected because he respects the individual back."

She believes she has leadership qualities: the capacity to organize, "to plot goals, objectives. I think I get along well with other people; that's a plus. This job shows I'm willing to open up to new ideas. I don't mind working hard. I really like to do that, and I've had enough jobs to show I like to have new experiences."

In her first few days on the job she discovered she will be treated as a teacher in terms of hours and duties, treated as a principal by students and as an administrator by the principal. "I'm wearing several different hats for several different roles. You know you can get help, that you can ask a lot of questions and get answers."

She expects her year as an administrative intern will give her the opportunity "to see how a large urban high school with a

high percentage of black students operates in terms of discipline, maintenance, curriculum."

THELMA GIBSON BROOKS

ASSIGNMENT: PERRY MIDDLE SCHOOL

"There's a fine line between being an administrator and a leader," says Thelma Gibson Brooks. "I could go into a school and keep it as is, running it so you don't have chaos and I'm administrating."

A leader, she says, would go into a school, study and make changes where needed. "Leadership would involve changes. No two people think alike. As a leader I'm going to have to have the guts to change things no matter what."

Mrs. Brooks, 36, developed her ideas about leadership in Richland District One schools. She graduated from Johnson High School in 1961, earned a bachelor's in English and French from Benedict College and a master's in education from the University of South Carolina.

"Teaching had always been in the back of my mind," she says. "I don't know if I was lucky or what, but I think I had excellent teachers." She describes them as people who "seemed to take quite a lot of interest not just in me but anyone they came into contact with. If you needed a shove or push, they'd give you one in the right direction."

Mrs. Brooks taught at Fairwold Middle School then, following her husband, moved to Mississippi where she didn't work and to New Mexico where she taught children from military families in a junior high school. In Washington, D. C. she did substitute teaching and then

returned to Columbia to teach reading at Lower Richland High School.

She realized she didn't "particularly like high school students" so she moved to Alcorn Middle School and then taught reading in junior high school when the family was transferred to Charlotte, North Carolina.

Her teaching experiences under a variety of leadership styles have led her to believe "A leader will have to delegate responsibility instead of trying to do everything by herself. A leader has to roll with the punches, so to speak. You're going to be criticized, and you have to have the guts to take a stand as long as you're right. A leader has to be very fair, and maybe I should have said that first. You have to treat your friends like all the others. Many problems come about when you show favoritism."

Her leadership qualities, she says, include being "innovative. I'm always looking for a way to change, to make things better. At the same time I like to work with people. I like to start off making a product and see the end."

Drive also rates high on her list. "I don't ever want to be second. I'm never contented with saying, 'Hey, I've got enough. Let's stop here.'"

Mrs. Brooks wants her year as an intern to provide her "with the whole gamut of experiences in running a school. She includes in her list evaluating teachers, supervising the cafeteria, working with problem children, having contact with parents, "everything I would expect to work with if I happened to be the principal."

She adds, "I want to get an idea of the overall picture. I want to be in on some of the decision-making process." All of this

is part of the appeal of becoming an administrator, of "going from working with some 150 students to having some bearing on the total picture."

FAYBRITTA A. DIGGS

ASSIGNMENT: CRANE CREEK ELEMENTARY SCHOOL

Faybritta A. Diggs has countless ties to Richland District One, as a graduate of the then-segregated Johnson High School, a district elementary school teacher and a member of the school board.

"One of the reasons I'm here is that I've seen how schools operate from just about every vantage point you can get except that of principal," she says. "All my experiences to date have led me here."

Mrs. Diggs, 33, left Columbia to attend a private work-study Presbyterian college in 1964 when she got a full scholarship plus expenses. The school had 1,200 students, and there were "nine black folk in the county, including on campus." She "got tired of the cornfields the middle of my junior year" and studied during the summer to enable an early finish in December 1967.

She headed to Philadelphia with her bachelor's in economics ready to teach. "I had wanted to be a teacher since I was about four years old." Her student teaching experience with an all-white, middle class group of children didn't prepare her for the riverfront classroom with a view of buildings burned in recent race riots.

She taught in a school with one other black teacher. Her class consisted of 36 fifth graders, "14 or 15 with emotional problems. It was just unreal."

She taught a third grade in the next school year but left in December to have a child in May. That summer she returned to Columbia

and taught at Benson, Watkins and Caughman Road elementary schools. In the next several years Mrs. Diggs also worked with the University of South Carolina's Center for Integrated Education, Desegregation Center and Model Schools project. She counseled veterans on use of education benefits, worked with a private consulting firm and managed a two-year technical college program training counselors to work in drug abuse centers.

After marriage and a second child she returned to teaching, taking a post in Richland District Two. (State law prohibits an employee of a school district from serving on that district's school board, and Mrs. Diggs was now a member of the Richland District One school board.)

She says the intern posts appealed to her because she likes being on her own and running programs. She has long believed the next step for her was to become a principal. "I'm ready to use my head for more than conveying knowledge to kids," she says.

But she adds, "I don't want to lose touch with children. I want to be the kind of person who can walk into the classroom and teach and still manage a school well. I think that's a possible combination."

Mrs. Diggs believes a good leader has "creativity, nerve as much as anything, a bit of humility, a willingness to learn and flexibility." She thinks it's possible "for children to respect a principal and like a principal and not be afraid of that person."

She believes the qualities which make her a good leader include experience, "I've done it;" her willingness to learn and to take

risks, a good knowledge base and no fear of responsibility.

Her year as an intern, she hopes, will teach her the "mechanical things a principal has to do. It will be a great experience to see what life is like behind the desk."

Mrs. Diggs adds, "The thing I really want to get is a feel of being a principal. I want to look over her shoulder, see the ups and downs, feel the frustrations, be a shadow to her. That's the crux of it."

BARBARA C. HARVEY

ASSIGNMENT: ROSEWOOD ELEMENTARY SCHOOL

Barbara C. Harvey wanted to be a nurse, but the summer after she entered Hampton Institute she worked in a hospital and discovered she didn't like it. She changed her major to elementary education, and upon graduation in 1968 went to Michigan and then Maryland to teach.

Mrs. Harvey, 33, has taught reading readiness in Gadsden and Crane Creek elementary schools for the past six years. Teaching is part of her family history. "My aunts were teachers; my uncle was a principal, and I lived with an aunt who taught elementary school until I was in the sixth grade."

A North Carolina native, she came to Columbia when her husband decided he wanted to return to his hometown. The internship, she says, "will give me time to know whether being a principal is what I want to do, and I wouldn't be messing up 500 kids while I was learning."

She says she learned she was a good leader when she was put in charge of various activities at Crane Creek. "Teachers told me I was assertive, and on committees I had to chair we'd get the job done quickly."

A good leader, Mrs. Harvey believes, "has things organized. you work longer hours to get organized, and you desire to be the best. You set a time frame to get things done. You're assertive and aggressive and not worrying about whether everybody likes you.

You do what is best for the school. You realize there'll always be somebody who doesn't like the way you did it. But you know most responsibility rests on your shoulders."

Becoming a principal is appealing "not because of the authority so much as wanting to have more impact," she says. "I've seen the differences between Michigan and South Carolina children in terms of progress. I don't know if you could handle it from the teacher's end. As a principal I would be more concerned with curriculum and instruction. I'd work more on that than I've seen done."

Mrs. Harvey, who has a master's in early childhood education from the University of South Carolina, says she expects to learn while an intern "exactly what all the duties are as a principal, the good things and the bad things too, like paperwork. I'm finding out there's a lot of paperwork. I expect to make up my mind whether being a principal is what I want after working with a principal closely and seeing the skills necessary to be a principal."

RICHARD E. MOORE

ASSIGNMENT: VIRGINIA PACK ELEMENTARY SCHOOL

Richard E. Moore is the only white male among the 10 administrative interns, but it's not his first experience as a minority. He attended Johnson High School the first year it was integrated, and in a student body of 1,200 students, he was one of 20 white students. "It was the first time I realized what it felt like to be involved with a group of people who were not generally accepted," he recalls.

Moore graduated from Johnson, earned an elementary education degree from the University of South Carolina and is presently working on his master's in elementary education. The 24 year old worked as a first and fourth grade teacher at A. C. Moore Elementary School before becoming an intern. "I was thinking of going into administration although I enjoy the classroom," he says. "If it hadn't been for the program I probably would have stayed in the classroom for a few more years for experience."

Becoming an administrator appeals to him because "you're reaching more kids with your ideas."

A good leader or administrator, he thinks, has a lot of experience organizing things, one of his strong points. He adds, "I seem not to have trouble getting along with people or working with people, and I enjoy it."

He says a good principal has the "ability to get along with people, to listen, the ability to take a stand and stick with it.

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To be consistent is a big thing. He has the ability to express himself well to other people, to take in information and give it out."

Moore hopes his year as an intern will give him "the chance to have some input into curricula as far as methods are concerned. I'd like to try to organize things like schedules. I'd like to get some idea as to how principals go about getting their information from teachers and imparting that information to everyone."

He adds, "A lot can be done in improving the morale of a faculty. I've been in a couple of schools where morale is low. I'd like to see how that works back and forth. I think a principal can play a big part in keeping morale on an even keel. I also guess I'd like to try discipline techniques.

"I want to see things firsthand," he says. "If you don't get exposure to different ideas, you're not as effective as you can be."

ARETHA B. PIGFORD

ASSIGNMENT: CENTRAL OFFICE

When Aretha Pigford was faced with teaching reading, writing and literature to New York students labelled as under-privileged, low achieving, potential dropouts, she developed her own curricula. Something worked: her students beat all others on competency tests, and she was elected "Teacher Most Likely to Help."

A Hopkins High School graduate, she left South Carolina to study English at Bennett College in Greensboro, North Carolina and from there went to New York University where she earned a master's and began work on a Ph.D. in English. She was teaching "supposedly as a substitute, but I found myself a full-time student and a full-time teacher."

Mrs. Pigford was teaching under-privileged students English in a federally funded career guidance program. She decided to "drop out of graduate school for a year and study for my comprehensives. Instead I was teaching, and I loved it, and I never went back."

Next she and some colleagues developed a program for low achievers in the seventh, eighth and ninth grades, using such material as a drivers' license book as a teaching tool.

Her next post in a South Bronx high school led her to develop a writing curriculum still in use. When the school started a "mini-school" for ninth graders in an attempt to stem that group's drop-out rate, she became one of the English teachers involved.

School officials realized that attendance was poor and the drop-out rate extremely high for ninth graders. They believed students from smaller schools tended to "get lost" when they came to large high schools, according to Mrs. Pigford. In the mini-school, they believed, students could be in a more confined area, have more guidance help and team teaching to make the transition from small junior to large senior high school smoother. A higher percentage of Mrs. Pigford's students passed than any other teacher's when competency testing time rolled around; yet her mini-school students were supposed to be low achievers.

She became coordinator of the program in its next year, but changes led her to decide she wouldn't continue in that post. She moved on to a college-oriented program for below-level students believed to have college potential. She was to become coordinator of that program but returned to Columbia instead.

During her year as an administrative intern, Mrs. Pigford hopes to learn about the operation of the district, "things like budgeting, how money is allocated; different departments, the whole process of administration; how to deal with people, hopefully diplomatically and firmly; all the various programs and new programs; a tremendous overview of what District One is about."

She also hopes the program will give her practical experience which will improve her leadership qualities, as well as helping her "learn the ropes."

She has developed her own profile of a leader from her vantage point as a teacher and says, "I have known quite a few principals,

and I've learned you've got to know what direction you're going in. You have to have a sense of what you hope to accomplish and spell it out to the faculty and let the faculty know what you want. You have to be very visible; you can't stay in your office. You have to have a sense of fairness in dealing with students and teachers and parents. You must also be willing to delegate responsibility and recognize you're not an expert in all matters, particularly on curriculum. You must know what your limits are and who can complement you."

When ticking off her own leadership traits she says, "I think I consider myself intelligent. I work well with people. I tend to work with people; people don't work under me. I have an attitude of cooperation, although at times that's not possible. I have a positive self-image and a lot of courage, and I'm not easily persuaded on important matters. I'm fairly articulate. I have a sense of myself. I know what I want to accomplish, and I'm willing to do what's necessary. I have goals outlined, and I'm willing to work to achieve them."

KENNETH L. RICHARDSON

HAND MIDDLE SCHOOL

Kenneth L. Richardson found his models for leadership in his own hometown, in his own high school, Johnson High School in Richland District One.

He says he models himself after a teacher and a coach who impressed him with their "style and the impact they had on lives. When other people gave up on kids they never did. It was the way they communicated ideas more than anything else."

Richardson left Columbia to attend Wesleyan University in Connecticut where he earned a bachelor's in sociology. He had planned to go to law school, "but I got homesick." While in college he had run a student tutorial program. That experience and his job upon his return to Columbia, with the Midlands Human Resources Development Commission, led him to realize how much he enjoyed working with students.

He earned a masters in education in guidance and counseling at the University of South Carolina and worked as a counselor at Crayton Middle School before being selected for the Administrative Intern Program.

Richardson, who was a B+ student in high school, captain of the baseball team and a football defensive back, was a scholarship recipient for college and did just as well there.

He was junior class president and president of the student body his senior year in high school and says, "I've always seen myself as a leader."

He sees his strengths as including the ability to communicate ideas well and to organize himself and others well.

He believes a good principal should have a strong personality, be able to get ideas across and get them implemented, "be a problem solver, really." He also thinks a good leader works to develop a wide range of skills and is well versed in instruction "which leads back to being able to generate good ideas."

When Richardson returned to school for his master's he found the program "all theory." He hopes the internship will provide him with the practical side to prepare him for a principal's post.

"The experience gained will be invaluable," he says.

BERNADETTE SCOTT

ASSIGNMENT: FAIRWOLD MIDDLE SCHOOL

It snowed a lot in New Jersey the winter Bernadette Scott was an eighth grader. The teachers couldn't always get to school on time, and until they arrived Ms. Scott was allowed to take charge of the younger children. She knew then she wanted to be a teacher.

She graduated from high school in North Carolina, attended Duke University, earning a BA in French, and earned a MAT at the University of North Carolina at Chapel Hill. Ms. Scott, 34, taught five years in North Carolina and then eight in Virginia.

The internship, she says, seemed a golden opportunity. "I was ready to apply for a lot of different things. I had been interested in administration for about five years, and I was certified in Virginia, but in certain situations it seemed the people getting the jobs were people who had been there 20 years."

She thought about taking a sabbatical and earning an additional degree but felt practical experience would be more useful.

Ms. Scott hopes the program will give her the opportunity to learn "how to deal with discipline problems and behavior problems. As a foreign language teacher I didn't have the chance. The students weren't dropouts or troublemakers."

She also hopes to learn how to budget her time, how to work with committees, particularly leading groups, and to "just get the chance to see if I do really want what I think I've wanted for the last five years."

Ms. Scott believes a good leader makes suggestions, ensures they are acted on as needed, and, above all, is organized.

She says her leadership qualities include the ability to get along with people, a willingness to work hard either as a follower or leader, honesty and the ability to organize projects and herself.

Becoming an administrative intern offers a key element to developing leadership, Ms. Scott says, because it offers an apprenticeship. "You get the chance to learn while having administrative responsibility."

MARY B. WALKER

ASSIGNMENT: KEENAN HIGH SCHOOL

An experience with a poor teacher gave Mary B. Walker the impetus to enter teaching herself. "A teacher in college helped me to decide to teach. She was the most negative person I ever met. I decided I wanted to be the very opposite of what she was," Mrs. Walker recalls.

A native of Eastover, Mrs. Walker left Columbia as a teenager to attend a private high school in Beaufort, South Carolina. She then attended Bennett College in North Carolina, starting as a home economics major and switching to biology, earned a master's from South Carolina State and has done further study at the University of South Carolina.

Job hunting through the newspaper ads led her to her first post in Williston, South Carolina. She taught ninth through 12th grade science classes and even a math class. Mrs. Walker had been at Lower Richland High School for 10 years, teaching 10th, 11th and 12th grade biology.

She first sampled administration at Lower Richland as head of the science department. Mrs. Walker believes a good administrator "has to know where she wants to go and has some plan on how to get there. She's organized, motivated, enthusiastic, knowledgeable, communicates well with others, is diplomatic and able to make sound decisions." She adds, "I feel I have all of these qualities."

Being an administrative intern will give Mrs. Walker time to look at all the phases of administration, she hopes, "the discipline side, the scheduling side, just interacting with others." She expects "a lot of practical experience, and once I complete this I'm looking forward to a principalship and then I'll take one step at a time."

SANDRA REESE ZIMMERMAN

ASSIGNMENT: CENTRAL OFFICE

"In college I changed my major several times. I tried psychology, biology but I returned to elementary education even though I wasn't that enthusiastic about it. But when I went to work I realized I was in the right profession," Sandra Zimmerman remembers.

Ms. Zimmerman, 33, earned a bachelor's from Radford College in Virginia, taught first grade in a Virginia elementary school and a West Columbia-Cayce, South Carolina school, as well as working with a children's story hour in a New Jersey library. When she returned to graduate school at the University of South Carolina she supervised the practicum for the College of Education students.

"I would like to know a substantial amount," she says of her year as an administrative intern. "I want to learn as much as I possibly can about elementary schools in the district and about the central office administration of elementary school programs and how it all works together. And I want to learn as much as I can about building administration."

To be a good principal, she believes, particularly at the elementary school level, an administrator must have "really good communication skills and interpersonal relationship skills. No matter how good an administrator you are, you have to be able to work closely with teachers and parents."

She adds, "The principal is the instructional leader of the school, but I consider that more a faculty responsibility. You're working with people who are professionals and have a right to be involved in decisions. The principal needs to keep teachers and parents involved."

She says of herself as a leader, "I do not consider myself aggressive particularly. I like to think of myself as competent and non-threatening. You have to be willing to work with other people well, and I think people think I'm easy to talk to."

She believes, "The building administrators are the key to success for a school," and she has something special to offer. "I think I have empathy for teachers and children that a lot of administrators do not have."

CHAPTER IV

SANTEE CONFERENCE

One month after the interns began in Richland County District One, a two-day meeting was convened in Santee, South Carolina. The Santee Conference offered work and fellowship to Richland District One's ten administrative interns, the administrators working with the interns and the University of South Carolina profe sors involved in the leadership training project.

Interns, administrators and university personnel spent one morning in groups designing ways to tie merit pay to personnel evaluations. Each group presented its plan to representatives of the Richland District One school board.

Interns also met with their supervisors to discuss their goals for the year. The superintendent and special assistant met with university personnel, and the interns and administrators met at separate times to discuss the project's progress with the project recorder. As a way to eliminate the threat of an open, frank discussion among people who did not yet know each other well, discussion participants were told their names would not be used.

Administrators Who Were Assigned Interns Discuss First Month

According to an elementary school principal, one of the most important tasks is to "keep the role of the intern from being that of an administrator or administrative assistant. I feel that the role of an intern is to learn everything possible of a principal. You need to work out a program exposing them to everything that can happen."

Another elementary school principal says, "An administrative intern at the elementary level shares the experiences of the principal. To get the full benefit the intern must almost do shadowing. They're there to see a capable professional, to get a taste of a style someone thought was worth seeing."

This principal believes, "They're looking at how operations are handled." He concedes, "There are certain problems in getting a person involved in everything, but I think that gets more difficult as you go up (to middle and high school) because things become more differentiated."

"Certainly everything does go directly to a principal at an elementary school," says a middle school principal. "At the middle school it goes to more specific individuals." But, he says, his view of the internship program surmounts that difficulty.

"I look at the program as a matter of giving an individual a total perspective of what the job is like. It's difficult because I'm inclined to cut off certain areas. But I look at it as a duplication of what I'm doing without the ultimate responsibility."

According to a high school principal, "It would be easy for an administrative intern to get lost in the shuffle. There's no way possible for an intern to follow on my coat tails. There must be general responsibility assignments set up in terms of yearly responsibilities rather than nine weeks. The intern will get all the experiences of an administrator but more experience than an assistant principal because assistant principals are designated to certain areas."

A third elementary school principal acknowledges the temptation to see interns as "another pair of hands to do certain things, to take the

burden off my shoulders." But, the principal says, "It equals out in the wash because there are certain things you owe the intern: time to sit down and Monday morning quarterback to improve his or her perception and judgment."

The principal adds, "It's a delicate area. It's not necessarily true that an intern will become a good principal because of experience in how to do textbooks or BEDS reports. An intern will become a good principal because of being allowed the opportunity to make judgments, and to make decisions. Hopefully, some will be wrong. You need to give him or her the opportunity to fail, to screw up because you learn better when you screw something up."

Another administrator says, "I need an extra pair of hands. I give my intern certain areas of responsibility and the opportunity to go with me wherever I go, to listen, to participate with advice and ideas because part of what I do is problem solving. Part of the process (of leadership training) is allowing people to exercise judgment."

Like the interns, the principals can't agree whether half a year or a full year in one setting provides more effective training.

An elementary school principal notes when an intern and principal share similar leadership styles, each might need someone different to "pick up on other techniques."

According to a middle school principal, seeing a variety of administrative styles might be necessary for an "effective" experience.

A high school principal disagrees, saying one year in one setting is necessary to provide a sampling of the wide range one school offers in experiences and staff contacts.

An elementary school principal takes the same tack, saying, "You could pull them out, but certain themes run through a school, and it takes a year for them to work out. The final chapters won't be written. That's important to see."

But this same principal suggests the interns should "have a say in January. If nothing is happening in the school they could leave or stay. It shouldn't be a unilateral decision."

However, a middle school principal disagrees with that, saying all an intern has a right to say is that he or she is not being as involved as the intern would wish. The intern, the principal says, can't evaluate the school.

An administrator says either way, "The intern will know if he is getting short-changed and will speak up."

The principals believe they have an important role to play in ensuring that the intern gets all that's due.

"We're saying some things related to being a principal you can learn. You can make mistakes, exercise judgment; but reports, anybody can learn who has the luxury of time," an administrator believes.

He adds, "Part of the process is just seeing problems without being under pressure to have an answer."

"When we talk," says an elementary school principal, "we're obligated to spend time discussing power, authority, influence and judgment, not discussing BEDS reports."

Evaluating their own success as leadership examples and teachers is "subjective" one administrator says. "We'll make the assumption at the end by asking are the interns becoming, in our judgment, good principals.

That will be based on working with them for one year, and from what we know of the requirements, answering the question: Can they handle it or not? They all are bright. The question becomes: Do they have people skills? Have they developed good judgment?"

An elementary school principal says, "In the old days when you were working for a doctorate and the student finished a dissertation, the chairman felt good if he helped the fellow get an assistant professor's spot at "X" college. I don't want to sound paternal, but it's the same thing. We've succeeded if we've helped them grow and get placed."

Administrative Interns Discuss First Month

In their first month on the job, Richland District One's administrative interns have discovered a conflict between their need to sample a variety of tasks and their principals' needs for help on particular tasks.

A expects the year to offer exposure to "various kinds of things a principal does and to do it in a realistic way. If I get that, after a few months I'll be ready to be a principal."

A and E agree that a good internship must be a blend of practical experience and opportunities to both observe and practice leadership.

G adds, "The purpose of the internshipis to provide practical experience and to offer you the chance to observe leadership in different ways. You can't just go into administration and get this experience when you're under pressure in your job. This offers us practical experience in the schools without all the pressure."

But B, assigned to a large high school, says the necessary division of labor in such a setting makes it difficult to meet B's needs. "Because I am immersed in duties of my own, I lose the opportunity to see as much as I would like of leadership styles."

According to A, "We're supposed to be getting practical experience. We're not supposed to be going in and being an assistant principal or staffing new programs. But most principals feel, 'The school is understaffed, and here's a person to do this job.'"

Another intern assigned to a high school has demanding specific jobs and says, "I don't mind these responsibilities, but I don't think it should be my role as an intern. My role shouldn't be tied to (a specific assigned task) only; that shouldn't be my total responsibility."

"One of the advantages of the internship is a chance to try things. I'd hate to be told, "You take this area, and you're on your own.' The advantage to an internship is you can try your wings without a total wipeout," says H.

A says, "We're not classroom teachers or administrators."

B says, with a laugh, "We're 'other.'"

The problem of assigned responsibilities precluding a good sampling of a principal's role seems less prevalent at the elementary school level.

"We (principal and intern) meet daily and basically discuss things (the principal) would like to do and see me do. Later on I'll take on other responsibilities," says E.

F says, "I've been in on every conversation or consultation from children to meeting with people from the university to aide interviews."

Interns assigned to the Central Office, rather than a school, agree they are learning "comparative skills preparing us to go into the schools." One says, "The Central Office offers the same kinds of experiences, just more global. I'm seeing different leadership styles, just not as intensely fragmented as in the schools."

The variety of training settings leads B to suggest day-long visits by interns to each other might be worthwhile.

But the interns agree the variety of settings and experiences points to another problem, fair evaluations of themselves and the program.

They agree they share a common goal: wanting the year's experiences to lead to a job. A says, however, "If I go out there and work my tail off, and somebody else gets the position..."

E finishes for A, "You'll be extremely upset."

F notes, "After the internship you're not guaranteed an administrative position, and if one's offered, you're not required to accept it."

But A adds, "Unless you have set guidelines we're all supposed to measure up to, we'll never know if in their minds it worked."

"We're ten people sitting here hoping the year won't be wasted, but there won't be ten jobs available," says B.

While they all want a job, G notes, they aren't sure they're going in the same direction to compete equally for a job. "There are no common goals for interns. There should be comparable experiences no matter what the setting. Perhaps there should be things listed that we know everyone would experience."

According to I, evaluations should be based on the objectives each intern designs with his or her principal, but G says guidelines need to be spelled out now, including a determination of who does the evaluation.

D disagrees. "We have various needs and competencies and should not be tied down to certain needs. We know what we want to do."

"That's fine," says A, "But we still need a checklist."

"Common knowledge," says D, "is where the University comes in. All the things we need to know about should be taken care of there."

H believes, "The University would not fit in if it approaches us the way the University usually does. They need to refine their approach. If they come to us with the same set of rules, it won't work. They need to take their information and fit it into our needs."

H adds, "They need to say, 'You've got this experience, and we'll give you this background to do a better job or to show you why what you did worked.' They should not approach it by saying, 'We'll talk about this even though you haven't done it.'"

E agrees, saying the University needs to "redefine, to supplement our practical experiences."

The interns couldn't agree if working at more than one school is another necessary supplement to their training.

H doesn't like the idea of setting goals for the year without knowing whether or not training will include more than one setting. "If my experiences are varied, my expectations would be varied."

Two other interns side with H, saying there are values to seeing a year and its experiences through at one school. But two other interns suggest that because each school is a "unique situation," experience with more than one setting would provide "broader views" of leadership.

The group agrees they would be interested in workshops on the career and family, on women and minorities in leadership roles and on assertiveness training.

They also agree that, as B says, their most invaluable training is simply the opportunity to "see how a leader operates, to watch the practical

stuff and see if you can read the moves, to learn how to deal effectively with the faculty, peers and colleagues, to watch an administrative style."

CHAPTER V

Interns Discuss First Semester Experiences

Of the ten interns, six moved second semester to different settings. An intern at an elementary school and an intern at a high school were moved to the central office's personnel department. One intern switched elementary schools, one moved from middle school level to elementary level, one from high school to middle school.

Interviews were held with all ten interns to discuss their first semester experiences, assess the pluses and minuses of the program and record their expectations for their second semester as administrative interns.

JANE BRAILSFORD: Moved at midterm from Eau Claire High School to Personnel Department at Central Office

Jane Brailsford's semester at Eau Claire High School provided her "with an overall picture" of how big high schools tick. "There's tremendous responsibility with such a large faculty and staff. Eau Claire has 1,650 students and 100 faculty members, and community pressure is the third dimension." She says her experience was "very interesting. I wouldn't trade it for anything. I developed skills working closely with a wide range of people, having to listen to both sides of a story, having to decide when to pass on information, dealing with irate people and doing it right then under pressure."

Mrs. Brailsford's main task was discipline; she was given responsibility for the second floor of the high school. She also worked on counselling,

attendance, student immunization, setting up club programs, but "missed out on the master schedule, budgeting, graduation, but I feel like those are things I could read about."

She says she has learned a good leader must be flexible to be an effective supervisor. "Sometimes you're dealing parent to parent, sometimes supervisor to employee, or father to child and you have to perceive which role is needed in each situation. You have to use your best judgment and stick to it. You have to be as consistent as you can be, and you have to like what you're doing."

Mrs. Brailsford suggests visits to other schools are needed so that every intern can see all three levels, elementary, middle and high school. "We got to visit for a day at a time, but I think it would be very valuable to set up visits for a week or even longer so it's not the typical show-off visit. Seeing more of the schools would be valuable to everyone, particularly the special schools."

She praises the program's flexibility, saying, "Everybody started from such different places in terms of experience and academics. You're talking about ten different people, and you would get more dissatisfaction with a rigid system than with more flexibility." She adds, "People said to me over and over again, "I was given one track, and you've been given every track.'"

The program, she says, "is a fantastic way to get to know a lot of people and to get to know a lot about the school district, to find out what does go on. Often that doesn't happen until you're in a sink-or-swim situation."

THELMA BROOKS: Moved at midterm from Perry Middle School to Brennen Elementary School

"I was somewhat of a shadow for Mr. Law," says Thelma Brooks. "He didn't give me objectives but felt the best way to learn was day by day. So as things came up he might say, 'Let's see how you'd solve this.'" Mrs. Brooks helped reading teachers group classes, worked with discipline, bus problems, cafeteria duty, BEDS and attendance reports, Title I counseling, assisted guidance counselors, learned such maintenance basics as turning the school's boilers on and off and watched the handling of a school library remodelling project.

"I had a good idea of what was going on before I went into the program," she says. "I've learned," she adds, "that it's hard work. I don't want to use the word police, but you're caught in the middle with parents on one side, the school district on one side and teachers on one, and you have to be a mediator."

She adds, "I could have run a school before this program. This is on-the-job training, and now I could certainly. I wouldn't have as much of a burden."

Watching principals has taught Mrs. Brooks, "A good principal has to be dedicated. You have to put your job first and forget about friends. You have to be knowledgeable on just about everything. You have to be a person willing to go it by yourself, so to speak. You have to make decisions and stick by them. You've got to be a politician; you've got to be a psychiatrist, a psychologist all rolled into one."

Particular benefits of the program, she says, were the opportunity to attend principals' meeting and to get "on-the-job experience without being thrown into it."

She says the program needs more structure in both what is offered interns and how they are evaluated. "I don't think there was enough planning in the beginning of the program. We should see all interns doing the same things and being evaluated the same way. Right now the evaluations are very subjective."

Mrs. Brooks suggests there should be specific objectives drawn up for each intern, and each intern should be graded according to how well those objectives are met. Then each intern should be evaluated using the district's administrator evaluation form "because we are potential administrators."

The University should have more influence on the program, she says, but its course offerings should be changed. "They are not answering our needs. Our time could be better spent on more practical experiences," she said. "I would like to see the internship program put more in the hands of the University. The district would still have an obligation when we are finished, but I think all of us should have the common bond of the University. Courses should be cut and dried. If you're interested then you take a course. The program should be kept on a professor-student relationship more so than it is now with a casual, friendly relationship."

The program could also be strengthened if its purposes were clearer to principals. "It's a lot of work for a principal to have an intern," Mrs. Brooks believes. They need to be told, "Interns are going to learn. Don't send me to a place where someone needs help because I'm learning. You wouldn't send an intern either to a school with a principal in his first year."

FAYE DIGGS: Moved at midterm from Crane Creek Elementary School to Denny Terrace Elementary School

At Crane Creek Elementary School Faye Diggs was put in charge of books and supplies for teachers, managing volunteers and helping teachers with curriculum and discipline. She also worked with teachers having classroom difficulties. Her role, she says, was rather nebulous. "The role of assistant principal comes with authority. With the internship I got to do those things an assistant principal might do, but the ultimate authority existed with others."

She says observing a principal taught her, "There are a lot of demands on your time that have absolutely nothing to do with running the school. You could spend half your time out of the school going to meetings. You have to set aside time to do what has to be done because there are all sorts of pressures on you. "If you don't plan well you can really get killed. Some things have to run automatically. A school without good support personnel is doomed. The key to running a good school is surrounding yourself with competent, good people."

A good principal, she says, is "in part being in the right place at the right time, developing an atmosphere in which people can work and making the place pleasant enough that people want to do well."

She praises the administrative internship program for "helping you to decide what you really want to do. For me, it has given me the opportunity to do it in an atmosphere which allows me to learn how to do it before I really get into it. It has helped me by giving me the chance to do things on my own I had not been able to do before or wouldn't have done as well if I hadn't had this time to learn."

She adds, "I like the notion that you had time to do what you needed to do, to walk around a school and get an idea of what's happening in a school, not just in one classroom, to see how things worked when all the kids were there. I liked finding out what happens behind the scenes, what the day to day things are which make or break a school. The whole notion of shadowing has been a plus, although I don't believe that's all the experience should be. There comes a time in an intern's career when she should be responsible. Making you see how you run things on your own is essential."

Mrs. Diggs recommends more efforts be made to make those in the internship program feel like a group. "There needs to be an attempt to pull the interns together and let them do more sharing. I don't think you'll find the interns feel they are temple people, and as a result there's really nothing to which they belong. The interns are inside but external to the process. Better communications would cut down on questions, frustrations."

The evaluation process is another concern. "I've yet to get any feedback on this. Is there something you need to do in all instances? The people who are mentors have yet to say this is something you need to work on. Some people might say the program is supposed to be individualized, but even a list that included things like speaking English well would give you some idea of how you stood."

Mrs. Diggs also suggests the interns' year should start earlier. "We started one week before school opened, but by the time we got there the preparations work was done. By the time I got settled in, school had opened, and all of the valuable experience has passed me by."

BARBARA HARVEY: Moved at midterm from Rosewood Elementary School to Personnel Department at Central Office

At Rosewood Elementary School Barbara Harvey worked with testing, observed and evaluated teachers, coordinated the parent volunteer program, ran workshops and helped with reports. She says, "I was like the assistant principal. When Mr. Wachter wasn't there I was in charge."

She says, "I learned you need more patience than I thought with teachers and students. I learned you need a lot of energy, running a school all day and coming back at night for programs. And then there are other business meetings you have to run to so juggling time becomes a big concern."

She adds, "I know now being a principal is as much work as I thought it was, but what surprised me was how emotionally draining it can be."

Her experience as an intern for one semester has taught her, she says, "You have to know the people who work for you and what they're thinking, how they react to certain things and how to use that, how to inform them and how to convince them to follow you. You have to have empathy, too, for people and use that to your advantage to get people to follow you."

Mrs. Harvey adds, "I still say a principal has to be organized. A principal has to be good at public relations and community relations. A principal should know curriculum and be the instructional leader. If you cannot, you couldn't begin a new program or sell it to the faculty or community. And you need rapport with the students."

She calls the administrative internship "very beneficial" saying, "You really get to see what it's like. Now you can't go into a school and

not know these things. Plus this semester I'm getting technical information I wouldn't otherwise have gotten." In her second post in the personnel office Mrs. Harvey is reviewing job applications and interviewing prospective employees. However, she says, "I would have liked to observe another principal on a long-term basis. I would like to see what happens second semester in another school so I could see the beginning and ending of a school year." She adds her abbreviated visit also meant, "I didn't really get into curriculum like I wanted to. That was all done before I got there."

Mrs. Harvey recommends next year's program be less open-ended. A list of basic experiences every intern should have should be drawn up for both the mentors' and interns' benefit, she says.

Her chance to be in a school watching a principal's day-to-day leadership has left her believing, "I'd be ready. Just knowing what goes on is a tremendous help. It's not a mystery anymore. Sometimes the fear of the unknown keeps people from wanting to go that one step further."

RICHARD MOORE: Remained At Virginia Pack Elementary School entire year

As the administrative intern at Virginia Pack Elementary School, Richard Moore shared responsibilities with the principal. "The principal would handle things as they came up. If I happened to be available, I would handle them; if not he would." Moore handled class assignments, scheduling special classes and most textbook distribution. He adds, "I shadowed him around a good deal but more on district-level things than school level. I did sit in on classroom visits with him and go on tours of the building."

Moore had the authority of an assistant principal in dealings with students, teachers and parents. "I would handle a lot of the parent conferences. He was good about letting the students know what our working relationship was, that what I said was important." He adds, "Some interns had a little more structure because they had certain areas to be responsible for. I had a few, but I think the relationship we have allows me to see a good many more things. This next semester since I've gotten over the introductory things I can get in-depth. That's one reason I requested to be in one place for the entire year."

Moore said he has learned that a good principal is "somebody who is consistent, for one thing, in dealing with parents, teachers and students. A good principal is somebody who keeps people informed with what's going on and also knows when not to inform them. He is fair. He has a good grasp of things basic to teaching, such as lesson plans. He knows how to make people feel good about themselves and feel really part of the process."

Being an administrative intern "has changed me most by letting me see how many things are involved in being a principal. You don't get a grasp of that from the outside looking in, of the multitude of things a principal is responsible for." Moore says.

To improve the program he suggests organizing a series of visits to other schools and giving the interns a schedule early in the year. "The opportunity to visit other schools has been excellent, but I don't think it was done in a systematic way," Moore says. He also suggests decisions about how long the intern will serve at a school should be made early in the year too. "If you're making long-range plans for the year, you need to know if you'll be in one place," he says.

Moore likes the program's flexibility but suggests, "One of the first things the intern should be asked to do is to write out a plan, realizing he has to be flexible, but must work with these most systematically. Then you could take those plans and say 'This is how you'll be evaluated. Give evidence you've met these goals." Moore adds, "If you're going to be a good administrator it's up to you to find out what areas you need to know about. If an area is completely left out and you have no experience, I would see that as the intern's responsiblity." Moore believes he profited by the program's lack of structure. "The excellent part is that I've had so much to say about what I need. It's a situation I can come into and look at my past experiences and have the latitude to say what I need."

Moore believes the program provides "a good way to learn. A lot of channels are open which wouldn't be otherwise. It's a route that can take a good many years, getting your certification straight, finding assistant principal and the principal posts. And that way I don't think I would have had the same opportunities to meet people in the district that this program has provided."

ARETHA PIGFORD: Remained in Central Office assignment to assistant superintendent for middle, junior and high schools

Aretha Pigford, one of two interns assigned to the district's central office, says her first semester has been spent dealing with requests for professional leave, requests for equipment, staff development plans, keeping up with school expenditures and all of the office's budgeting. She has followed the assistant superintendent on a few school visits and accompanied the superintendent and associate superintendent on a visit and "lengthy session where I got to see the kinds of questions they ask principals."

Mrs. Pigford also worked on a writing project, managed the district's participation in a state writing contest and basically "did a lot of paperwork of any kind." She adds, "My principal role has been to assist Dr. Phillips in giving him more freedom to manage the instructional aspects of the schools. I dealt with parents, teachers and students."

During her second semester Mrs. Pigford was to spend two to three weeks at a middle school helping teachers set up a reading program "for students experiencing difficulties in reading, which includes almost the entire student body."

A good principal, Mrs. Pigford has learned, is "constantly called to produce, and you have to really be on your toes to produce. People who are effective are hard workers. They don't have to have charisma, just commitment to working hard and doing the best they can."

She adds, "I respect effective principals a lot more now because I recognize what it takes to be a good principal, and the bottom line is a commitment to doing whatever's necessary. This position has shown me you have to be unpopular a lot of times, and it takes a strong person to do that."

But she also decided, "You can be a hard worker and be a terrible leader. You have to be a person who has a plan for his school, and once you have a plan you're going to accomplish that plan and get people around you in support of that plan. He knows how to make the best use of people around him so he doesn't always do the work but rather leads. The major job is managing people."

To improve the program's training she suggests allowing interns to choose their own university coursework. "My major concern would be I

didn't really see the need for the courses we had to take. They've been enjoyable, but they were time consuming. I would rather take them at the university, and I would prefer courses I chose."

The administrative internship program "works for me," Mrs. Pigford says. "It give me experience. It give me responsibility. It gives me a lot of opportunities to learn about a lot of things, and at the same time it gives me opportunities to fall on my face, and all I have to do is get back up and try again.

KENNETH RICHARDSON: Remained at Hand Middle School entire year

Hand Middle School's principal was transferred early in the year. The assistant principal became acting principal, and administrative intern Kenneth Richardson assumed many of the responsibilities of an assistant principal. Richardson worked first semester with attendance and BEDS reports, issuing textbooks, the payroll, leading assemblies, meetings with parent groups, and, as he puts it, "anything you could name."

He learned that being a good principal "is a demanding job in terms of time spent. It opened my eyes to what's going on at Central Office and made me aware of policies I wasn't aware of before."

For Richardson the strengths of the program were in the doors opened to interns and the opportunity for them to try their wings. To improve the program he suggests the district pay for university courses required of interns, particularly if the courses don't help with certification.

He believes interns must work at more than one school to "see more than one person in action" and should have options on leadership styles

when assignments are made. "I think persons should have at least two assignments," he says. "Many were not getting the experiences they were looking for. I was fortunate because my principal moved, and I got more responsibility. In the beginning the things I was doing were pretty petty, but I realize that's the result of being in a new program; it's difficult to define roles.

Richardson adds, "The program provided me with opportunities to gain experiences it would have taken me years to gain otherwise, and I'm thankful."

BERNADETTE SCOTT: Moved at midterm from Fairwold Middle School to Eau Claire High School

At Fairwold Middle School Bernadette Scott helped with such reports as the BEDS report, the Southern Association's review of the school, the Education Finance Act report and curriculum reports. She visited classrooms to see what was being taught and to judge the caliber of instruction, worked extensively with special education teachers and helped with discipline. She also participated in school club activities and attended school sports events.

"You're really in a situation where you can spot the things you would do and the things you would not do in the future," she says. "I was fortunate because my principal never turned me away from his door. He was always willing to share his thoughts with me and always willing to let me bounce my thoughts off him."

She believes the intership program should provide participants with more guidelines, "particularly at the beginning. I think some of the

principals felt lost as to what to do with these new people. They need to know it's very important not to saddle the interns with too many specific chores and duties because they are there to learn a variety of things." A list of possible tasks could be drawn up to protect both intern and principal, she suggests.

She says the program's connection to the University attracted her, but that many of the topics covered could have been taught by the district in-house without university credit. Then interns would be free to take courses of their own choosing at the University and freer to complete certification requirements.

Miss Scott also believes interns should have some say in their assignments, "on where they go and what kinds of jobs they are given." She adds, "I saw too much emphasis on a black-white male-female match up. You're forcing the issue that way." She also thinks "There needs to be less stress on what the school needs and more on what the intern needs."

Miss Scott suggests several alternatives to aid in match-ups and school assignments. Interns could make three-day visits to a variety of principals to "give them an idea" before assignments are made. Or a few long visits could be scheduled at different schools, and after these intensive but shorter visits the intern would spend the rest of the year, say from November on, in on school. Or the ten mentors could be identified and the interns would visit each one for a day or two and decide on their preferences before assignments are made.

"It's been a very good experience," she says. "The job opportunity is terrific. And something like this is needed in order to give people stepping stones in their careers."

MARY WALKER: Moved at midterm from Keenan High School to Olympia Middle School

While she was at Keenan High School Mary Walker was in charge of classroom discipline for eleventh and twelfth graders. She also handled some scheduling and reports and worked with science department teachers. She functioned much as a high school assistant principal would and says she had the clout which would have gone with such a post.

Mrs. Walker adds, however, "I wish I'd had more experience with things I hadn't worked with previously. But that has to be done at the outset. The person in charge of the program should plan with the supervisory principal what the intern should do and what the guidelines are. The principal shouldn't put an intern where help is needed. An intern should get to see all sides of the school."

A good leader, Mrs. Walker has learned, must "be flexible, able to deal with people, must know where he wants to go and have ideas about how to get there. I learned how important paperwork is and that school climate is most important. You can't do teaching unless you have a conducive climate. It's important you communicate effectively with teachers as well as students. And a principal has to be visible and can't ask anyone to do anything he wouldn't do himself."

She suggests the program could be improved "if whoever is in charge meets with the principals and clearly defines objectives and goals for all interns. Interns shouldn't be doing just anything the principal needs done."

Some of the topics taught in coursework, like scheduling, could be better presented through visits to different schools, she believes.

SANDRA ZIMMERMAN: Remained in Central Office assignment with assistant superintendent for elementary schools

As the intern assigned to the assistant superintendent for elementary schools, Sandra Zimmerman handled the equipment budget, all parents contacts, minutes at principals' meetings, coordinating the Puzzle of Parenting program and went on some school visits. "It was probably as varied an experience as any intern in the program could have," she says.

She learned that for good leaders, "Human relationship skills are absolutely essential. To be a successful administrator you do not have to be overly aggressive or assertive. The principal also needs to be a strong instructional leader. My belief in that hasn't changed. If you'r conscientious with instruction so much falls into place."

She says of the administrative internship program, "One thing that was good and bad at the same time was the question of authority and responsibility. The internship position is a nebulous position to begin with. Assuming responsibility is very important, but you're not an assistant principal and you're not an administrative assistant. Yet you are there. If it's truly a learning thing, my understanding is we don't have any authority."

She adds, "One of the good things for me was the exposure to a variety of administrative problems and practices and experiences with a supportive person there or mentor. If every intern could do this, it would be fantastic. But there's a difference between being in a learning position and having the actual experience. If you do it you really have the responsiblity. For example, I do Dr. Henderson's budget. You must have some responsibilities, or at least it needs to be made clearer what responsibility and authority the intern has."

She notes, "Like any job, a description of the job makes you more effective because you clearly know what the job involves and what your responsibilities are. I would have to ask, 'Do I stay in the office and do this, or do I go to this class?'"

If the supervisors are provided with certain objectives each intern must achieve, the program would be more effective, she believes. "It's easier for the supervisor to say, 'This is how the program is set up. You need to do this, this and this,' than for the intern to say, 'I need to experience scheduling.'"

Mrs. Zimmerman also believes interns shouldn't be evaluated as teachers nor as administrators "because we aren't functioning as administrators; we don't have the responsibility. There should be an evaluation designed for this position."

Her experience so far has been "fantastic. There's not a thing I have done I would eliminate, and very few things I would have done that I didn't have the opportunity to do. I have had a broad base of experience."

Four common needs emerged when the interns discussed their first semester experiences.

1. The need to clearly define interns' role--where do they fall in the organizational chart? How much responsibility and authority can they have?
2. The need to set certain objectives for interns' year in order to give mentors a direction and to provide an objective way to evaluate interns' progress.
3. The need to key coursework to certification or allow interns their individual choice of courses. Several suggested seminars could be district offerings, not a university course.
4. The need to make sure prinicpals understand that interns are there to learn, not to provide an extra pair of helping hands.

CHAPTER VI

Mentors Discuss First Semester Experience

At the end of the first semester of the Administrative Internship Program seven of the ten administrators who were assigned interns met to discuss the program.

The interns' mentors each explained what the interns did in their schools, what they perceived the pluses and minuses of the program to be so far, and what, in their behavior, they would change or repeat.

Elementary School Principal - I had some ideas, of course and my intern had some, but for the most part they tended to agree at the beginning as to what was expected. I felt the role of an intern was that of an intern. It was not an administrative assistant or assistant principal assigned to the school. There were certain things she wanted to do like organize a bookroom to a really workable system. We both agreed she would spend more time on beginning teachers in the classroom. She went in after I had observed, and we would have discussions on things we saw of a similar nature. If I felt a teacher could benefit from working with the intern or the intern from working with the teacher, then the teacher, as part of my conference with her, was told the intern will be working on these things.

She got into almost every aspect of the school program while she was there. I probably never gave her as much authority as some of the other interns. If she had remained at the school for the entire year she would have moved to a more authoritative position.

We worked lots on human relation skills too, on learning to react to a total situation and not to the moment, how to deal with teachers when you saw them doing something totally wrong without being threatening, how to remain calm in situations with parents. Sometimes it's easy to fly off the handle.

Overall, she just got input into everything. She did inservice programs for the teachers, she worked with discipline with the students, she worked with teachers on lesson planning and about every report I would do. One thing she did not get into was evaluation of classified personnel, and that was one of the things we had listed she would have been working on second semester.

Middle School Principal - We worked in the framework of the internship program, but our intern probably had more work and more authority than other interns because of the administrative structure at our school. (The intern functioned as an acting administrative assistant). Initially, back when the program started, he and I were to work closely together on specific objectives he and I worked out together in September. These were 10 or 15 areas in which he felt he needed additional knowledge and skills regarding reports that needed to be filled out during the year. He also wanted help developing a philosophy. This was one of the objectives that I suggested to him would be a good thing to come out of his first semester if he would just sit down before the program ended and develop a personal philosophy of education. This has to do, of course, with leadership too.

Another item I asked him to work on was to develop some lifetime goals so that from the experiences he has he could put some direction into his future career plans. In addition to that, we spent a good deal of time developing an instrument which could be used by an administrator in making a self-evaluation. We also developed an instrument which we gave to our staff to evaluate the performance he was doing. I think that was probably one of the most constructive things we have done. I feel an effective administrator must at some time during the year make a self-evaluation. I think there were some reservations at first on his part about doing this. It takes a tough person to ask others to make an assessment.

He assumed responsibilities I was doing: seeing students with problems with textbooks, lockers; he supervised the delegation of yard duty, and he supervised the yard at lunchtime and the cafeteria, seeing most of the students I would see who have problems with curriculum or teachers. It would be his responsibility to channel those students to the proper individual. He worked with the Department of Social Services people.

I was doing a lot of classroom observation and a good bit of work on the curriculum. I asked him to do as much of that as possible. However, I did not involve him directly in the evaluation process. He has been in on conferences with teachers and been involved in situations like that.

But, basically, my approach has been to give him the total picture of the school. One of our major objectives was to give him good training in the technical aspect of the day-to-day routine management of the school. Second of all, as the program emerged, he was to develop some conceptual awareness of long-range planning and to develop some ideas of his own on what a good middle school program should be. Probably one of the things we should have

done was involve him to a greater extent in our advisory council.

High School Principal - I made a mistake. My assumption in terms of developing goals and objectives was that the intern would be there for a full year. Consequently, I got caught in the middle of the year with nothing we could show as being goals or objectives she had set up. I also assumed that these people already had some potential as leaders, knew something about the philosophy of certain leadership styles, and we didn't talk about it a great deal.

My main purpose was to expose an intern to all aspects of a high school. Because they were given the name administrative interns, I assumed they were administrators. The first couple of weeks I had made assignments until about 4:30 in the afternoon because this is all part of the experience, but that had to be stopped. Consequently, what I did mostly was involve my intern in just about every aspect of high school life, the problem areas, the positive areas of community participation, the athletic events, the social events. The real purpose behind that was to, at the end of the semester, draw up some recommendations for the end of the year. That was the direction I wanted to take.

The new intern (second semester) will now be filling in on the things I wanted the first intern to do next. I have one big concern and that's curriculum. This intern will look at my test scores and instruction program and draw up some plans for the coming year.

In terms of her job responsibilities, I had some things I wanted to expose her to, and, of course, we had some things she wanted to be experiencing. You always want to expose everybody to the key situation. That's the best experience you can have is learning to control keys; it's the relationships, the conversations you get into with all the teachers. She was also involved in evaluation. She actually went into the classroom and made basic comments about the instructional program after each class.

I did not assume all the supervisory responsibility for my intern. She was also exposed to the leadership styles of the assistant principals since she reported directly to them.

Basically, she was responsible for what I could call a very difficult situation, the second floor. I gave her an office upstairs away from all the other administrators so she could get to make decisions on her own and not lean on anyone. She also had two departments she was responsible for, social studies and the curriculum guidance area.

I really think an intern should be an administrative intern for the school, and I have not been able to get the full benefits of my intern.

Second Elementary School Principal - I saw my role with my intern as a mentor. Consequently, I didn't get a lot of work out of her--although I assigned her a few things--but she had a lot of time to hang around the school. I guess I looked a little more subjectively at the whole thing, that she needed to be there, that there were certain experiences she needed to have, sort of like a happening.

I gambled. Immediately I made her my confidante. In that sense maybe she served a need I had. Three or four times a week we might sit down for half an hour, forty-five minutes. If there was an interpersonal problem with a teacher or other problems, I could confide in her. At the elementary level the principal is a terribly alienated person. You don't have a colleague at that level. I used her in that way some time. Here was a person who wasn't a subordinate. I could close the door and say, "You remember what happened yesterday? What was your perception of what the hell happened?"

I don't think I was a structured enough human being for her to have walked in the first day and said, "Okay, here are my objectives. You're going to be doing this for two weeks, that for that." I guess my life needs a little more of that.

Another thing I groomed my intern on is dealing with this gargantuan place up here (Central Office) and all these bureaucrats. I sent her to a lot of meetings up here, simply so she could learn that half of them she should never have to go to again if she were a principal. When there were little conflicts between the school and the central administration, I'd let her handle that. And I did the same things with the State Department of Education in some ways. When we had a little problem, I sent her over there simply because she needs to cultivate this facility in dealing with the outside agencies that attempt to exert control and erode your time.

Third Elementary School Principal - We talked about what he thought it took (to be a leader) because he had experience as a community coordinator, and the kinds of problems he would encounter, the stressful situations in terms

of developing a leadership style. He felt he had his own. I now agree he does, and that style is non-threatening, firm and fair. And we talked about how important the leadership style is to the success of the program. We determined through consensus in some sessions we had that, perhaps more than any other factor, the principal did have a great influence.

We had to look at putting together all the written material we could on the school. We had to look at the physical plant and then we had to look at the cafeteria and the custodians, and we talked about the community and the boundaries and where we drew from, and we took a tour through the communities to see the kinds of homes and situations which students were coming from. We talked about major areas of concentration that we'd like to talk about in the schedule, trying to organize pull-out programs so that teachers would have their students the majority of the time in the base class for the instructional program. We talked about a staff overview. We talked about the evaluation process and then we talked about specific tasks that had to be done, things like deciding cafeteria duty, bulletin board duty, bus duty, things of that nature.

After about two weeks I would purposely come in late in the morning so he could have the responsibility of dealing with all the things that happen as the buses come in, a little argument there, or teachers coming in and needing something they didn't get the other day. You wouldn't want the person to think he never got a taste of the real action, only had a chance to sit in on judgment of what you did. We would discuss the situations afterwards and decide how he handled them.

Say I was away at Central Office. He'll probably have to handle two or three discipline situations that would come up. When I come back he'll say,

"Let me tell you what happened while you were away. So and so came in and this is what he did. What do you think?" I'd say, "How do you feel? Did you get the results you wanted? Was a parent involved, a teacher involved?"

He had the competency to do academic things all the time. The kinds of things we worked on were developing communication skills and effective techniques of dealing with personalities and resolving conflict situations and walking through the kinds you can't specifically put down on paper that relate to the principalship.

Second High School Principal - I would do it again, the same way, try to give them as many varied experiences as possible, but also some specific things to be responsible for. Like I might give them a special department, let them be the curriculum leader for that department. In my intern's case it was remodeling a facility, dealing with central office and the maintenance staff, also the evaluation of the teachers in that particular department. Of course, I had to look over the shoulder there and sign off on the final and then some types of things with the advisory council and the PTA, just to get the experiences with working with groups like that.

My Intern's assigned task was to be curriculum facilitator for the science department. My intern worked with classroom discipline with eleventh and twelfth grades, helped with the attendance office in the mornings checking people in and with early dismissal, helped me meet the fire regulations the fire marshal set up for the science department. Of course, the intern had the staff evaluations and student activities. particularly those that related to science like the Science Fair.

Second Middle School Principal - There were specific assignments for a short term, mainly screening and approving lunch reports, setting up schedules, etc., which did not take a long time. When my intern drew up her goals and objectives they covered the entire gamut of the administrative program, that is technical, educational leadership and all. However, many of them were not completed because of the tenure of the person there. If the person had been there longer then the person would have had a better understanding about the operation of the middle school. But while the person was involved, the person gained a great deal of experience. We had already put her in charge of curriculum development part of the school, and, of course, that's an ongoing thing, but you could not assign the intern specific duties because the intern was in and out a great deal. There were specific jobs of short duration we could not fully give the intern because the intern could possibly not be there.

But our overall objectives were just learning about the school. As it was, the intern became involved in just about every facet of school life. However, some of them were not as intense as others. There were some activities in her objectives that we did not cover simply because they did not come up in the intern's tenure. You see, the school is structured so that certain things happen periodically during the year. There were some things the intern did not get an opportunity to work in.

Experiences as Elementary Intern as Opposed to High School Intern -- Where Should Interns be Going Next

Second Elementary Principal - I think perhaps the idea of administrative interns at the high school level is a sham in this way. My intern was an

elementary school teacher for six, seven or eight years and more than enough technical background so that after a year of being my understudy could assume the role of the principal. But the high school interns have nil administrative experience so, capable as they are, after an administrative internship they are still not prepared to take on a high school principalship.

Second High School Principal - Amen.

First High School Principal - They should go through the assistant principal process.

Second Elementary Principal - That's no aspersion on their abilities in any way. So the point, perhaps, should be that--if we're considering administrative interns to serve under the high school principal--they should have, prior to that, the administrative experiences that would qualify them on paper as principals after the internship. And that would suggest that you should take your administrative interns on the high school level from a pool of assistant principals to begin with.

The thing that added to my intern's credibility was that not only was she bright and capable, but she had done everything my teachers had done. You couldn't say that about your interns at the high school because probably some of your assistant principals had more experience and were perhaps more competent. It puts the high school intern in a real bind.

Second High School Principal - Especially because when you're an administrator at the high school level, really to be successful, it's how you work with adults. You're out of the classroom teacher role then.

First Elementary School Principal - The administrative internship program is not a principalship program. Those at the high school level had just

had their subject area at the high school. They didn't have the diversification of experience some of the elementary people did, but at the same time maybe we should get away from the idea the internship program is to train principals. It could be that on the high school level we should be training them to be an assistant principal or an administrative assistant.

Second High School Principal - I would hate to see any intern move directly into a principalship.

Second Middle School Principal - If I had to make a definitive decision about the internship program it would be my opinion that the interns should be assessed as to their possibilities in succeeding as administrators, and those that showed great potential would be placed in areas where they could develop or get some experience as administrators. But I really don't see the intern program as a training ground where we can make a principal in one year who will go out and make an effective job.

What Principals Learned as Participants--Pluses and Minuses of Program

Second Elementary School Principal - Seems to me we need to say something about the type of inbreeding we're doing in the establishment.

Third Elementary School Principal - Well, it seems to me we need to provide some type of training which says, "You can move on; this not a deadend position."

Third Elementary School Principal - I learned I probably accomplished more and did more than I had given myself credit for doing because I had never stopped to bounce it off anyone before. But with an intern, I have to take an assessment and ask, "Have I provided the types of experiences?" We have

looked at it and said, "Look what's been accomplished; what's been done."

First High School Principal - The interns I got were very energetic. They worked the hell out of me.

Third Elementary School Principal - They made you aware there were things that constantly took place that you hadn't necessarily put a schedule to. You had to when you had an intern.

First High School Principal - You're sort of accustomed to an assistant principal doing this, and you intern comes in and says, "Okay, tell me about this." So you become a little more totally involved in the total school program.

Second Elementary School Principal - I learned it's a drain. It's almost like parenting. If you think of your role as grooming your child to adulthood, that's a terribly demanding role. It consumes too much of my time. And I think of my intern in the same way. If we're really there to groom that person then while they can be a help to you, much of that time set free by that person was spent in sitting, sharing with her, grooming her.

First Elementary School Principal - It increased my skills working with other people, keeping things in perspective, saying,"Yes, she is a former school board member, but she has some good skills. We're all going to benefit from them." It helped me in dealing with persons with different personalities and working with an intern who was well known and a very outspoken person.

Third Elementary School Principal - There's another situation involved. We had two members of our staff who were not selected. We brought in a person who was to be an intern and said, "Hey, look folks, what we have." You have two of your staff members sitting there saying, "Mmm, Mmm, Mmm."

First Elementary School Principal - Even if it was 200 applicants, someone should take the time to send a letter or even to have a larger screening committee so that you can get more face-to-face contact. Then the teachers in the school (who get turned down) don't think it's such an elite group. Public relation-wise it would help the program and the working environment for the interns in the schools.

Second Middle School Principal - When the intern reported there was some concern about the role of the intern would be. In order to involve the intern in training situations it was necessary to have that person assume some administrative responsibility. Now, how do you get it over to your teachers that we have an intern here, and they had perceived that person was on the same level as the teachers? We had to work with the staff and get them to see the fact that the person was there in a learning situation, and, even though the person assumed the role of an administrator for a time, it was for learning purposes.

Second High School Principal - I said what can I do in my evaluation of this person and our conferences to point out things that might be helpful in administration. And I think I learned some new things in doing that. How do you tell people, for instance, they need to be a little more assertive as an administrator? I had to think how diplomatically I could do that, at the same time building on the positive things, and I learned from that experience, and I really believe the person did.

It makes you self-analyze.

First Middle School Principal - We took a look at administrative styles and talked about the characteristics of a good administrator. Doing so forced me to take a look at what a good administrator is and what I should

be looking for in my intern in an evaluation. Is he measuring up to the characteristics, and is he ready to be a good administrator? I found out for myself I needed to become a lot more organized. I developed a strategy I'm using, and my intern has become familiar with that and is in agreement with it.

Second Middle School Principal - When I would make a decision to do a thing the intern would ask the basis for a decision, and I would give an answer. Sooner or later before you do a thing you think about the reason you're going to do it so that you'll be sure what you're going to do is going to be helpful to the person you're training. Before you'd go ahead and do it without thinking about the reason. You'd just assume you were making a good judgment.

First High School Principal - One thing I thought was going to be good about the coursework was that in the first two sessions, there were formal discussions about leadership styles. That's the time I think when interns and administrators can discuss what we've learned about ourselves, We never got that far.

Second High School Principal - The interns complained and instead of changing the direction in which that course was going, the whole program was changed. So it went back to a program we had four or five years ago when you got people who were interested in administration to come down to these workshops, and you'd pick up a different topic each week.

When I gave my presentation I asked everyone to tell why they wanted to be an administrator. I did not hear one single person say they thought they could make a difference because they could help teachers work with kids. It was things like, "I love kids" or "I've always liked teaching and now I'd

like to do this." But those are the kinds of things that need to be redirected to understand what an administrator really is. Many of us had to go through a lot of frustration to realize our job was not so much how well we could relate to kids but how much we could improve the jobs other staff members were doing with kids.

First Elementary School Principal - We could have used more time in total group sessions. Another thing that would have been good would have been regular times set up for those supervising interns so we could have met and shared what we were doing, how we were reacting. We needed to be able to ask, "Was I totally off-base with what I was doing?" Was someone else having a similar problem?" We needed a time to sit down, not in the presence of interns or anyone else, and decide how we were working with the program, what we could do. We never met.

We also need to be able to plan out if it would be a one-semester or a one-year experience because of the types of experiences we would need to do.

Second High School Principal - There does need to be more communication. All the people who are serving as assistant principals need to be communicated with about this program. I'm talking about morale.

First Middle School Principal - I would suggest in thinking of the tenure of interns in the schools that some thought should be given to coordinating experiences between two schools (when an intern moves from one school to another).

In summary, all mentors agreed they found six clear advantages to the internship program. They also suggested seven needs to be addressed in future planning.

Advantages for Interns

A chance to shadow.

A chance to observe different leadership styles.

A chance to make contacts.

A chance to observe a school in action for entire year.

A chance to try variety of tasks and different degrees of responsibility without serious consequences if fail.

Advantages for Mentors:

Forced mentors to look at selves and decide what they were doing and how.

Needs

Needs some structure: objectives to work on and to use for evaluation.

Need early decisions on moves and coordination between mentors to ease change in location.

Need to define interns' role: how much responsibility, how much authority.

Need more group discussions between principals about interns.

Need more group discussions between principals and interns about program.

Principals assigned tasks interns couldn't always fulfill because of conflicts with other parts of program.

Principals don't approve of program as step before getting a principalship, especially at high school level. Suggest should be step before administrative assistant or assistant principal's post.

CHAPTER VII

A University - School District Partnership

One of the unique features of the Administrative Internship Program is the collaboration between an institution of higher learning and a local school district. The University's involvement in the program included providing coursework, designing curricula, advising interns and supervising practicum experiences.

It's such a practical idea: marry theory and practice to provide schools with better prepared administrators and colleges of education with products they can be prouder of. But, while there have been no wars and only a few battles during the first year of collaboration between Richland District One and the University of South Carolina on a Leadership Academy, the alliance has been a tenuous one.

There is an inescapable symbiotic relationship between colleges and universities training teachers, principals and other administrators and the school districts which could not function without the administrators and teachers trained as the state requires. Yet two very separate camps have formed, and each eyes the other warily. Those out in the field say professors and deans are too lost in theory to acknowledge the realities of education today. Those in academe say school district personnel too quickly forget the necessity for a theoretical base to their practices.

University complaints have focused on how the program began. University personnel were not pleased to see interns hired the first year. One professor said, "We shouldn't put ourselves in the position of running off half-baked. We need a sound theoretical as well as practical base. We're

not ready for interns. You can't jump in on innovative projects with no groundwork."

Another noted, "It's fairly unique; there's no other university where people in a training program are selected entirely by a school district. I'm not certain that's a good arrangement."

Conversely, Richland District One sees university objections as a balkiness designed to protect academic turf. The university was criticized for "lacking imagination," being "dreary," and "anxious to do the same old thing." When one of the four courses provided by the university went in a direction which displeased the interns, a professor was replaced and the course reworked.

Despite stumbling blocks, both USC College of Education Dean John Mulhern and Richland One Superintendent Gordon McAndrew believe they must somehow merge the district's interest in practical experience and the university's understanding of theory to create better administrators.

Mulhern says, "I realize we need to do a better job of combining theory and practice." Aspiring teachers, he notes, get student teaching experience, but future administrators seldom are offered "practical-clinical experience. I recognize the universities have an obligation for this."

Mulhern adds, "There is a new recognition we've abdicated the university's role to help someone lift themselves above the everyday crisis to deal with broader school problems. There needs to be a better balance, and that's through on-the-job practice with supervision. I find it difficult to think we haven't had it."

McAndrew offers the same parallel, saying, "We have student teaching, which is an internship, and most teachers will say that was the most helpful part of their education. We don't have anything analogous to that in administration." He is strongly in favor of giving school districts a greater say

in preparing their future employees. "Selecting and preparing principals is so important, and yet it's left to schools of education, and almost everybody is highly critical of that preparation."

The public's disenchantment may offer an added spur to educators and practitioners to find other training methods. A Gallup poll included in a May 1981 "Newsweek" series, "Why Public Schools Are Flunking," showed "problems with teachers and administrators" ranking second only to the perennial front-runner, discipline, in a survey of top problems in public schools today. In areas considered important to the success of a school, fifty-nine percent of the respondents believed there needed to be either a "great deal" or "some" improvement in the education of teachers and principals.

Mulhern says, "The focus of the program is right. If we really want to improve the quality of public education, we have to have quality building administrators selected for and trained for an instructional-level role."

He believes there may have been some problems with the coursework provided this year because "The coursework needs to be closely based on the job, not what the student wants in the course. The conflict came when the students wanted to determine what was taught based on what they thought they needed."

But Mulhern looks forward to "year two as implementation of the redesigning of a training program for building-level administrators. And I think the focus of the program is right on target."

The education dean is convinced, "We won't do much to improve education unless school districts and universities get together. I think both of us (he and McAndrew) see the need for collaboration. That collaborative model has to work because school districts can't do it on their own, and universities can't do it without the cooperation of the district."

Coursework Description

Education 858/ Education 795

Field Problems in Educational Administration/ Education Administration Practicum

Education 858 and 795 were combined to create one six-hour practicum designed specifically for the administrative interns and their supervisors.

The practicum met 15 times for two hours and 45 minutes each session. The first two meetings were devoted to discussing theory as to what makes an effective organization. Particular attention was paid to organizational development and leadership styles.

The rest of the sessions focused on topics in five areas. The areas were chosen as typifying areas an effective administrator would master. Each class member was responsible for one topic and prepared a "state of the art" paper, offered their research findings to the class and organized one class session using a guest expert.

First semester topics included: leadership styles; PL94-142; gifted and talented education; basic skills; career and vocational education; federal programs; selection, supervision and evaluation of staffs and labor laws, affirmative action and collective bargaining.

Second semester topics included: desegregation, school climate and discipline; budget and finance, governance, facilities and operations and citizen participation, public relations and community education.

The fifteen sessions satisfied half of the 90-hour requirement for six academic credits. The remaining 45 hours were earned through demonstrated administrative experience supervised by the course instructors with the aid of district personnel and regularly scheduled meetings between the interns and the staff for the Administrative Intern Program.

Educational Administration 720-721

The Principalship

The educational administration course on the principalship was designed to help students identify the duties and responsibilities of an effective school principal. The course was also intended to help students develop the personal skills necessary to perform a principal's duties effectively.

Student performance was evaluated through a series of "performance files" on such topics and personal professional development, school-community resources, and program evaluations. The students documented information from their own experiences.

The administrative interns were also required to write a paper in which they identified forseeable problems, in an area in which they were interested, for principals in Richland District One. The class also wrote analyses of interactions within the group. This exercise was intended to help students focus on the ability to analyze and report on human behavior.

CHAPTER VIII

Interns' Year in Retrospect

At the end of the school year the ten interns met to write personal assessments of their year as administrative interns. They were asked to discuss how they had changed during the year, what specific skills and leadership traits they had acquired and what they believed the strengths and weaknesses of the Administrative Internship Program to be.

The interns met again to help create a comprehensive list of all the experiences they had been offered during the year and to discuss what they had learned about leadership traits and how to acquire them.

Their personal assessments of their year, a list of the tasks they encountered and a summary of the strengths and weaknesses of the program follow.

Jane Brailsford

1. How have you changed this year?

The internship has provided an environment conducive to growth. I have heard comments about the program, both positive and negative, that have made me aware of the tremendous exposure the intern program has received. The opportunity to observe programs and people has changed me. Watching different leadership styles has been enormously helpful. Meeting and getting to know people in the district and the community at large has been a change agent. As the overall picture develops I can see more and more how the individual and interest groups concerns emerge.

The nine interns have changed me. The group has developed an identity of sorts and, at least in this system, we'll be known as "one of those first interns."

2. Specific skills/leadership traits.

1) Be consistent (in discipline and human relations).
2) Be organized, even overly organized.
3) Maintain sense of humor.
4) Keep files up to date - document everything!
5) Keep staff informed.
6) Be open and honest with colleagues.
7) Return phone calls to co-workers immediately.
8) Get other people to help you when appropriate, i.e., delegate.
9) Make time for self.
10) Don't overextend yourself.

3. Strengths

1) Gives actual on-the-job training in a protected environment.

2) Makes opportunity for women and younger professionals to become administrators before they've "paid their dues" by coming up through the ranks.

3) Increases interviewing and recruiting skills.

4) Increases knowledge of Richland One and its curriculum and special programs.

5) Increases understanding of personal needs and concerns.

4. Weaknesses

1) In-school interns should actually shadow their mentor. Physically, offices should be adjacent to or close to the principal.

2) The USC connection is weak. More of the curriculum should be observations in other district schools, with other interns.

3) Certification lines should be crossed, i.e., high school interns should spend some time in elementary schools and vice versa.

4) More in-district curriculum should be looked at. What is taught and why?

5) Interns should be required to attend at least a couple of principal meetings and board meetings and hearing boards.

6) The consultants should be asked to invite an intern on one of their visits to a school.

7) Two interview simulations should be done, one at the beginning of the internship and one at the end.

8) The course Carol Allen taught should be mandatory - if she will be the instructor.

Thelma Brooks

1. I probably have changed in the following ways:
    1. My philosophy or committment to public school education has been strengthened.
    2. I have become more aware of the "inner-circle" of the central office.
    3. I have learned that I can effectively manage a school.
    4. I feel good about myself because I have been able to help others.
    5. I have become more attached to the children at the school.
    6. I have learned to exercise more self-control.
    7. I have learned that school administrators cannot always express their true feelings/opinions.

2. I possibly would be able to deal more effectively with the political and social aspects of running a school as a result of being an intern this year.

3. Recommendations:
    1. All interns should be treated the same way. All should master the same specific goals and objectives.
    2. Please structure the courses more -- especially 858.
    3. Everyone should be judged on his or her merits, not friendships.
    4. Some allowances should be given to interns for travel.
    5. Interns should be given some authority in dealing with discipline and staff evaluation.
    6. Since this program was started to train administrators for this school district, I feel that interns should be given careful

consideration for positions when vacancies occur.

7. Supervising principals need their roles clearly defined.

Faye Diggs

1. In the last year, I think I have

. . . become more patient

. . . accepted the fact that the world will not come to an end if things aren't done my way

. . . learned to listen better

. . . learned to be less demanding and more realistic

. . . learned to relax and have fun while working

. . . accepted the fact that I don't have to be right

. . . learned the importance of not being intimidating

. . . I think I have grown up and calmed down

2. I have acquired a long list of "how to's", "why to's" and "why not's". I have become familiar with the day-to-day operation of the elementary school. I have been presented with a series of alternatives which might be used in a school. I feel good about the fact that I did not get just one way, but several ways, of doing things. In instances where there is a right way to do things in this district, I feel that I've been better about my ability in the following areas:

- discipline
- staff relations
- curriculum evaluation and planning
- scheduling
- parent relations
- building maintenance and school operation on a daily basis

While I am not sure that I would consistently make the right decision if I were an administrator, I am sure I have a larger pool of options

from which to choose.

I think the most important leadership trait that I've worked on this year is patience. I've learned to listen, allow others to work things out, and not panic when things don't go my way. I think I've finally realized what others mean when they say that often the best way to lead is to allow others to lead.

I feel good about my progress in staff relations. I think I more fully understand the importance of good relationships. I also feel better about my ability to get people to work. I don't believe that I would feel confident going into a new situation, but I do believe I would have less reservations.

3. Strengths

   1) Flexibility
   2) Multiple experiences
   3) Opportunity to explore
   4) Options in administration
   5) Opportunity to learn about the district
   6) Opportunity to see masters at work
   7) Fellowship with "potential" and practicing administrators

4. Weaknesses

   1) Public perception of the internship as a training program
   2) Not enough structure at the start
   3) Need more district-level supervision in the beginning
   4) Lack of guidance to supervisor
   5) First semester coursework was a farce

Barbara Harvey

1. How have you changed this year?

I have changed in the way that I now look at educational problems and issues. I can now see how a problem affects the whole and the part. Before I became an intern I could only relate to my part as a classroom teacher.

I have developed more public relation skills and more listening skills.

2. I would get to know the people with whom I would be involved; staff, parents, students. I would try to build positive relationships and develop rapport with all groups. Other skills I would use are:

- scheduling, planning and organizing programs
- communicating and conferring with parents
- observing, evaluating and conferring with teachers
- managing time to do all the most important items first and doing those not requiring immediate attention later
- listening skills

3. Strengths

1) Some interns were provided the opportunity to experience two situations
2) The interns were provided many experiences in their situations
3) The interns were provided the opportunity to attend administrative conferences
4) The interns were able to write personal objectives

4. Weaknesses

1) Every intern should be required to work on a few specific objectives, especially those interns who were placed in schools. Some were assigned to discipline and worked on little else.

2) I think every intern should be exposed to the successful administrator and the ones (if there are any in District One) not so successful.

3) There should be a course designed or offered that provides more information and experiences in supervisory techniques, evaluating reading and teaching instructions.

Richard Moore

1. There are several ways in which I have changed during this year. To begin with I am a little less naive about what is going on or not going on in many of the schools in this district. Isolated in my classroom as a teacher, I assumed that everyone else was involved in doing his or her utmost for the welfare of their students. I have found that this isn't always the case. I have also found many people doing well above and beyond what is required and providing students with spectacular learning environments. The opportunities that I have had to observe in various schools has opened my eyes concerning what Richland County School District One schools are doing.

I have also become more open and aggressive. I feel much more comfortable about going after what I need that I did a year ago. I have learned that you must express your feelings and opinions honestly if you are to get things done. This is especially true in the area of evaluation and staff development. Making people feel good about themselves is important but it is also important to do everything possible to insure the quality of education provided in a school.

Another way in which I have changed is that I have become more understanding of the frustrations experienced in administrative positions. It is one thing, as a teacher, to say why hasn't this been done; it is another thing to try as an administrator to get it done. So I would say thay my outlook has undergone some modifications where administration is concerned. I have learned that I enjoy the work very much, despite the frustration.

2. The most important thing that I have learned this year that will be of help in any administrative position is the importance of letting as many people as possible become involved in the job being done. People need to feel "ownership" of a program if they are to give it their best. Any opportunity to let someone have a little status can improve the atmosphere of any working situation. This is providing that the "status" is evenly distributed among all participants. As an administrator, this would mean delegating responsibility, making group decisions when possible and recognizing accomplishments. These are traits that I have seen effectively demonstrated this year.

3. I still maintain that the strength of the intern program as it is set up is its flexibility. The fact that a person can actually have some control over the types of experiences he or she will have in the program is a plus. This means that a person can avoid duplication and concentrate on the types of experiences that person really needs to have in order to become an effective administrator. The importance of this flexibility can't be emphasized enough.

One weakness that I can see is the lack of a definition of the term internship. An intern is not an "extra pair of hands." I think in some instances there were assignments given that blocked the flexibility that is so important. I think this could be easily remedied by simply stating in the beginning that the internship is primarily a learning experience for the intern.

I think it would also help if the evaluation process could be defined beforehand and made clear to everyone. Of course, a lot of these things were not set ahead of time because of the newness of the program. Also

too many pre-set guidelines would be too confining. I would hope that we could all start from a common definition next year and know when and how we will be evaluated. These are the two recommendations I would have.

Aretha Pigford

1. How have you changed this year?

My position has caused me to change in a number of ways. One change has been that it has become essential that I develop my listening skills and be able to think critically as I listen. I hesitate to characterize this as a change; rather, it has been a process of continuing to refine and further develop my listening and thinking skills. This process has forced me to learn to listen, think and finally respond to persons diplomatically and tactfully -- a skill I feel is essential for any administrator. My daily encounters with principals have enabled me to gain a knowledge of how each operates and the tone (not the substance, however) of my response is based upon this knowledge.

My view of a principal has changed. I now have a tremendous amount of respect for an effective principal because I now realize the commitment required by the position. Being an instructional leader and ultimately assuming responsibility for everything that happens in a school is a challenge that only a chosen few can meet. One who chooses this responsibility must make a personal commitment to positively influence those around him. He must be intelligent, creative, risk-taking, hard working, and patient. Above all, he must first believe in himself and set high expectations for everyone connected with the operation of his school. He must be a public relations person, a politician, a decision-maker. He sets the tone for the school and is ultimately responsible for its success or failure. He must be content with success being his true reward.

It is no wonder that an effective principal is held in high esteem by me.

(I apologize for the use of "he" throughout this paper, but to try to restructure my sentences to avoid sexism would take too long.)

2. Strengths

As I prepare to be among the first graduates of the internship program, I reflect on what it has meant to me. No matter where I go from here, the experiences I have gained have been invaluable. The major strength of the program for me is that it gave me an opportunity to learn, to make mistakes, and to fail without the pressure of being ultimately responsible for those mistakes or failures.

The internship further afforded me the opportunity and experience to observe -- and on occasion, participate in decision making processes. This has certainly been exciting.

Other strengths of the program include: the opportunity of the interns and other district personnel to engage in meaningful dialogue, the opportunity afforded some interns to get a variety of experiences at different levels; the opportunity afforded us to attend conferences, seminars, and professional meetings.

3. Weaknesses

Regarding the program's weaknesses, I feel that there needs to be more planning done relative to the University's involvement in the program. In addition, I feel that any decision made affecting any intern should be announced to the entire body to alleviate fears,

gossips, inuendo, and the like.

As I prepare to leave the security of the program, I do so with renewed confidence in myself and my ability. I look forward to the challenge of being an effective administrator, a challenge for which the internship has helped to prepare me.

4. Skills I have Aquired

If I were given an administrative position for next year, I would use the following skills that I have either learned, further developed or refined this year:

1) The ability to respond diplomatically, tactfully, and honestly.
2) The ability to assess curriculum and make decisions based upon that assessment.
3) The ability to organize meetings and activities.
4) The ability to speak to audiences.
5) The knowledge of school operations from a district level.
6) The knowledge of budgetary procedures.
7) The knowledge of whom to call for what.
8) The ability to write memos, file, and do other clerical tasks.
9) The ability to function in a group situation.
10) The knowledge of district policies and administrative rules and regulations.
11) The ability to schedule students and place them at their appropriate instructional levels.

While this list is long, it is in no way complete. I am certain that I have gained skills of which I am not aware.

Kenneth Richardson

1. Let me take this opportunity to thank all persons involved for giving me the chance to receive such an invaluable experience. I salute Richland District One for its continued innovative and timely programs.

2. If I were given an administrative position next year, some of the things I have learned this year that would be useful to me are:

   1) the procedures used for evaluating staff
   2) a systematic and sequential approach when disciplining students
   3) controlling my own temper when dealing with angry and unruly parents
   4) becoming sufficiently expert at using community and staff resources in strengthening a school program
   5) the importance of maintaining a firm, yet fair and open disposition when dealing with members of the staff
   6) an awareness of the proper budgeting procedures to use in order to insure the successful operation of a school

3. The benefits that a district might reap as a result of the effective utilization of a program such as the Administrative Internship Program are enormous. Providing learning opportunities and experiences for individuals identified as potential administrators is simply an excellent idea.

Bernadette Scott

1. Much earlier in this academic year I realized that the Internship program was giving me a chance to learn more about myself as a person, not just about public administration. Although I am not sure I have actually changed, I am more aware about myself.

Professionally, there have been more changes. I feel very secure in the decision I made to leave teaching this year to pursue administrative training. I have enjoyed challenges of working as an intern so much that the daily contact with French students has not been missed. I have felt successful in my ability to react to people in a new capacity. I have felt accepted by teachers, administrators, parents, and students. I am proud of this fact.

Personally, I feel that I have made progress in the area of patience. During my interview last spring I indicated that this area needed a little work. I have worked extensively with student discipline this year, both at Fairwold and at Eau Claire. I feel that I have been able to deal successfully with student misbehavior because I have never felt impatient with the students.

2. If I had an administrative position next year (or soon) I think that the most important leadership trait learned this year was the ability to be calm under pressure and not to over-react. The principals with whom I worked were both masters of this art. I would also include the arts of diplomacy and tact.

Some of the skills I would use include evaluation techniques, such as short classroom visits used by Mr. Sanders; parental influence techniques; organizational activity; and peer interaction.

There are other leadership styles observed which I could not incorporate into my program. For example, I appreciate recurring suggestions from other people and I would implement their ideas if I saw fit.

I need to continue realizing that you cannot please everyone all of the time. I need to do what I feel is best and then be able to justify my position to others.

3. The Administrative Internship program was a professional godsend for me. The people I have met this year through the program add up to the biggest strength I could list. Everyone connected with the program was extremely helpful and friendly, especially the speakers at the intern seminars. Another highlight was the opportunity to attend district, state, and national meetings and workshops. The flexibility of the program afforded us the time to attend many meetings we might not have been able to attend if we had full-time administrative duties.

For a person new to the district, I appreciated the in-depth exploration of district policies and government.

To improve the program, I would suggest regularly scheduled meetings of the interns, especially at the beginning of the year when there are many questions to be answered.

I would also suggest that the EDAD 858 class be combined with EDAD 795 for a three hour class commitment. The seminars could be considered part of the practicum experience. The information gained through the seminars was extremely helpful and should not be eliminated.

Even though each intern/principal relationship is different, I think that specific duties or areas of responsibility could be

outlined in advance. There was a lot of hesitation this fall about the role of the intern.

If an intern has two assignments during the year, I would advise some phase-in period so that the intern does not walk in "cold" to a fully-functioning program.

Mary Walker

As a result of having participated in the Administrative Internship Program, I have become more knowledgable in the area of administration. Prior to going through the Internship Program, I felt that I wanted and had the necessary skills to function successfully as an administrator. The program has reassured me that I want to become an administrator.

In order to be successful as an administrator one must have confidence in knowing that he can get the job done. Through the Internship Program, I feel that I have gained that confidence. Even though I felt that I had the skills necessary to become an administrator before going into the program, I feel that the program has helped me to perfect those skills. It has helped me to move from a theoretical to an active participating role.

In my estimation, I feel that the Administrative Internship Program was very effective. I experienced much personal as well as professional growth. Some of the strengths that I found were:

1) Enthusiasm - Enthusiasm appeared to be contagious throughout the interns; stimulated by a very active and seemingly very capable coordinator.
2) Practical experience - The internship affords one an opportunity to get "hands on" experiences as administrators. So many times programs are geared toward theory and classroom experiences only. Because the internship allows one to deal with real live problems, one is able to test his skills as an administrator.
3) General Program - Because of the nature of the program, one is able to recognize his strengths and weaknesses as an ad-

ministrator. Interns did not spend the entire year dealing with one or two responsibilities of an administrator; but dealt with all aspects of administration at one time or another.

4) Free exchange of ideas - Interns had a chance to interact with top decision makers in education at the district level. This allowed us the opportunity to criticize and help make changes. There was the constant sharing of ideas among interns which permitted us to learn from each other.

5) Visitations in other schools - Being able to visit other schools permitted one to take a look at different leadership styles.

6) Attended professional workshops

Time Management Seminar

Principals' Retreats

Gifted Education Workshop

ASCD Convention

Alabama to interview prospective teachers

School Board Meetings

Principals' Meetings

Stress Workshop

I also attended many other workshops.

Although I feel that the Internship Program has many strengths, there are some things that would greatly increase the effectiveness of the program.

1) There seemed to have been a lack of communication between Intern Coordinator and principals as to the role of the in-

tern. I feel that there should be a meeting of coordinator and all supervising principals. At this time, the Intern Coordinator should point out the objectives of the internship program and other pertinent information. It should be pointed out that interns should not be seen as just another pair of hands or ones who will do what the principal has always wanted to do but was afraid.

2) If the University is to continue with the program, I feel that more planning is in order. Courses should be designed whereby they are realistic and practical. Central Office staff could be most effective.

3) The amount of gossip from interns was most unprofessional. Interns need to feel as a team and be supportive of each other.

I have gained many skills this year. Some of them include:

1) I have learned how to design a plan of action and execute it.

After one day of internship at Olympia Middle School, I recognized that there was a problem in getting students into the classrooms before the ringing of the tardy bell. I devised a plan that included the help of all administrators, teachers and students.

2) I have learned to make certain that the "rules of the game" are clearly understood before the game starts.

Before attempting to solve the problem of getting students into the classrooms, I held a faculty meeting with teachers and administrators to point out the problem and to explain my plan. I also made it clear as to

what would be expected of them. Teachers were given time to explain the plan to students during homeroom before implementation.

3) I have learned that you must know the people that you are going to work with. You cannot effectively operate anything which you do not understand.

Instead of having an office helper pick up attendance cards from homeroom teachers in the mornings, I picked them up. This allowed me a chance to get to know teachers better and to praise students for getting to class on time.

4) I have learned how to provide support to teachers.

In reviewing teachers' lesson plans and visiting classrooms, I often made comments and suggestions in writing. Teachers would often come to talk with me concerning my suggestions. In many instances teachers were willing to do, but did not know how. After pointing out a weakness or area of improvement, I was always willing to help and support in any way needed.

Recognizing a problem in Classroom Management, I planned an inservice for teachers on Classroom Management. Walter Tobin from the State Department of Education served as the resource person.

5) I have learned to tailor my technique to fit the person and the situation.

Each teacher is different and has to be treated as such. I used many different approaches, many different sets of expectations and many different kinds of rewards in considering the individual teacher.

6) I have learned to give faculty, staff, students and parents an opportunity to make a commitment.

I designed a student handbook in which I received input from teachers,

students, parents and administrators. I feel that people work best when they feel that they are a part of . If a person commits himself, he feels morally obligated to either deliver or make every effort to do so.

7) I have learned to communicate effectively with co-workers. Not only did I keep co-workers informed about matters which affected them, but I was always willing to listen attentively to their own perceptions, needs and frustrations.

8) I have learned how to keep my behavior patterns consistent. I feel that the behavior patterns of an administrator should be consistent and predictable by those who know him well; this makes it easy for one to follow even in the absence of the administrator.

9) I have learned to reward or praise for a job well done. I constantly patted teachers on the back and said "you've done a good job." I also praised administrators for the way in which some situations were handled. I have also said to administrators, "I think I would have handled that differently."

Through the Internship, I have gained much and shall always consider it as an invaluable experience.

Sandra Zimmerman

1. Most of the changes I have undergone this year have been professional changes. I feel I have developed more depth, more confidence in my capabilities and ideas, more comfortable with expressing those ideas, and more knowledgeable about school administration. Being involved with a group such as the interns, requires that you perform at peak level -- the expectations (of yourself and others) are high.

My ability to make decisions quickly and assume responsibility has increased also. The maturing that comes with any intensive training program can be reasonably expected from this internship, and that expectation has been fulfilled.

2. I would hope to use the following skills and leadership traits in a new position:

1) Managing time efficiently -- setting priorities.
2) Keeping lines of communication open.
3) Human relations skills -- the most important thing in running a school effectively.
4) Honesty, firmness and fairness in dealing with associates.
5) Specific budgetary skills, reporting skills, and organizational skills will be useful.
6) Effective observation and evaluation skills from classroom/school visits.
7) Coordination skills from work with various committees.
8) Supervisory skills.

3. The strengths of the Administrative Intern Program revolve around practical experience and in-depth exposure to school administration. Another strength is the interaction among the interns. This is also one area that would really be even more valuable by allowing more interaction opportunities in a structured setting. The level of discussion is stimulating and this kind of activity provides lots of indirect benefits.

Observing of various leadership styles is beneficial but more discussion should revolve around these styles. We have spent little time discussing leadership styles specifically.

The authority of the position needs to be classified or increased along with the responsibility. An internship is a training position but is desirable and should carry some responsibility. It offers administrative experience to experienced persons. Interns should be capable of assuming responsibility and authority. This would help classify the internship to interviewing committees and potential employees.

I believe a specific set of minimum objectives should be established to insure that each intern has exposure to some of the same areas of administration. For example, those topics could be used as a base for formulation of objectives. (Each intern should have budget experience and experience in building management, for example.)

Another strength of this particular program was the support from central administration and the project director. True commitment to the program is necessary for it to succeed.

I am not sure University involvement is necessary, but if so, should be re-evaluated. A great deal of time this year was wasted because of ineffective University contacts. In an intern-

ship of this nature, goals and objectives must be established early and constantly evaluated. This area detracted from the overall direction of the program.

Being able to participate in many activities and workshops open to administrators is another advantage of the internship. I believe this also reflects central administration commitments.

The many advantages and strengths of this program are only slightly offset by a few necessary revisions. I think the true strengths of this program can only be measured after interns are in administrative positions.

SUMMARY SHEET

Interns' Recommendations on Program

Strengths:

Provides opportunity to shadow principal or assistant superintendent

Provides exposure to variety of leadership tasks, experiences and responsibilities

Provides on-the-job training combined with academic work

Provides opportunity to learn and fail without severe penalities

Provides opportunity to attend meetings they would ordinarily be excluded from

Provides contacts, opens doors

Provides quicker route to leadership post

Provides opportunity to set professional goals with mentors' guidance

Provides opportunity to define leadership through observation

Flexibility allows adjusting program to individual needs

Problem areas:

Need some basic objectives each intern should meet

Need some guidelines as to tasks each intern should have the opportunity to sample

Both principal and intern need clearer definition of role

Evaluation -- possibly too subjective without some set goals for every intern

What is the extent of intern's authority?

Disliked required courses that didn't help with certification

Need more group meetings, interns with interns, interns with principals, to discuss experiences and leadership philosophies

Need to start year earlier to see scheduling and other new-year tasks

Need enough freedom to stay in learning role, if principal views intern as another set of hands intern is too restricted

Need visits to other schools to compare good and bad leadership styles

Need early decisions on possible mid-term moves as would effect tasks and goals

Want some say in mentor choice

SUMMARY SHEET

Tasks Assigned Interns

In School/Office

Budgeting

Fielding phone calls

Preparing meeting agendas

Conducting meetings

Taking minutes of meetings

Setting up special programs

Chairing committees

Organizing bookrooms

Discipline

Participating in in-service activities

Planning curricula

Dealing with central office, other principals or State Department of Education, Department of Social Services

Scheduling

Writing reports -- attendance, free lunch, annual report, BEDS, Southern Association, CETA

Dealing with parent groups -- advisory councils, volunteer programs

Organizing, meeting with student clubs

Handling immunization problems

Helping practicum university students

Interviewing substitute teachers

Judging student fairs

Teacher evaluations

Handling student textbooks, lockers, yard duty, lunchtime

Developing goals

Out of School/Office

Attending workshops -- testing, handwriting, gifted and talented, school climate, basic skills, curricula, stress

Attending retreats -- principals

Attending meetings -- principals, school board, State Board of Education, new administrators, state personnel

Attending conferences -- foreign languages, middle school, AASA, ASCD, elementary principals, World Future Society

Attending seminars -- personnel evaluation

Attending luncheons, dinners -- professional development, leadership, awards

Recruiting

CHAPTER IX

Mentors' View the Program's First Year

Like the interns, the supervising administrators met at the end of the year to assess the program. They discussed strengths, weaknesses, and made recommendations for future direction. What follows is a summary of their discussion as well as a summary of their recommendations.

The administrators assigned interns for a semester or a year were, in general, quite pleased with the program. Collectively they described it as an ideal way to provide principals or central office administrators with extra help, and the interns with the chance to see exactly what administration is about day-to-day.

Dr. Owen Phillips, assistant superintendent for junior, middle, and high schools, and Dr. Don Henderson, assistant superintendent for elementary schools, were the only central office personnel assigned interns for the entire year. (Second semester two interns were moved to the personnel department.) Phillips and Henderson were interviewed at the end of the year at length about their views on the program. The other administrators assigned interns were briefly interviewed as to what, in their view, the strengths and weaknesses of the program were in its first year.

Phillips's intern was assigned "a multitude of tasks. She had the opportunity to learn every phase of operations of the schools. She worked heavily with budgeting from the inception of the budget through the entire process of dealing with requisitions that come through central office from the schools. She made decisions as to whether or not expenditures were justified," according to Phillips.

"She also attended all principals' meetings, both middle and secondary, and actually prepared the agenda and handled all the logistics. She made some of the announcements and this was a good opportunity to work in a kind of leadership capacity with the principals," Phillips says.

His intern also handled phone calls from parents and teachers and some paperwork. She visited schools to set up special reading and writing projects and to help set up interview panels which would help choose new princi-

pals.

Henderson's intern also had the "responsibility for several hundreds of thousands of dollars in budgetary items." She participated in many of his meetings, helped plan meetings, chaired the textbook adoption committee and later rewrote textbook adoption procedures. She initially handled all phone calls from parents, and Henderson says of that, "It's one of the most important things you have to deal with people who are violently angry - and you have no idea why they are angry, but you have to smooth the water." She also worked with the Arts in the Schools Program and the Puzzle of Parenting program.

Both assistant superintendents believed their interns were at some disadvantage in a central office assignment, that the visits they briefly made to schools with the assistant superintendents couldn't replace in-school experience. Consequently, arrangements were made for Phillip's intern to spend a few weeks in various schools working on the reading and writing projects. Henderson's intern got a chance at in-school experience when a principal was hospitalized. She served as a substitute principal for six weeks.

Phillips believes that the central office work, the special arrangements made for lengthy visits to schools and the "vantage point of seeing how many different schools operate" during assistant superintendent visits gave the two interns the "best of both worlds."

Henderson says he would be sure to include a lengthy in-school visit again next year because "while they got the view of the big picture that others didn't have, they didn't get to focus in on what might be their jobs - being a principal."

Phillips suggests to get central office interns in schools next year

they might select several "top flight people as trainers. If you have one principal or assistant principal who excells at scheduling, send the intern down there for a certain period of time for instruction on just that aspect." Phillips says he believes the program needs a design for focusing on special areas of responsibility so that when interns complete the program they are accomplished at certain tasks. "The program should continue to evolve to be a little more structured," he says.

Phillips explains, "I saw many good things happen like the interview process with the tapings, but we just need to continue to structure a little more variety of experiences, formalize evaluations and objectives and maybe zero in on preparing people for specific tasks. They need to get into the schools and have first-hand experience at scheduling, curriculum development, and working on-line with parents and teachers."

He came to that conclusion, he says, in part because when interns interviewed for principalships, they were "obviously bright, well-trained people but they fell down in specifics. They weren't sure how to answer questions like 'If twenty-five percent of the students fall in the bottom percentile in reading and math, how would you structure the scheduling?' Or 'What materials would you use for kids in an academically talented program?'"

Henderson agrees, saying, "Essentially I would do the same kinds of things, but I would try to organize ways they could get into the schools, and I would be sure the interns got some insight into such things as scheduling a school: what factors are taken into account, what are the different ways to take those factors into account."

Middle school principal Kenneth Law says the program gave interns "the opportunity to get a look at administration. That was novel. It was beneficial to the administrator because it provided him with expert help. For

teachers it was helpful to have a resource person."

Law's intern stayed for only a semester, and he believes, "The time spent at the station was too abbreviated. Before the staff got acquainted with the person or the person with the situation, the person was leaving. I would like to see a year-long assignment."

Another middle school principal, George Goley, notes, "It gives the interns an opportunity to become acquainted with administrative responsibilities and to make professional decisions as to what direction they want to take. That training is very helpful. If I had had that I would have been better prepared for my job."

He would like to see, in the second year, specific outlines of tasks all interns should have an opportunity to try. "There needs to be more continuity among principals as to what they should be doing with the interns, what the interns' responsibilities should be," he says.

Elementary school principal Irene Hinson echoes that, "I felt a need from the very beginning for written guidelines as to what was expected of me and what experiences I should be providing an intern."

The strength of the program, she says, is in its existence. "Just the fact they had a program like this is really something."

High school principal, Al Butler, who had two interns, each for a semester, also attended one of the university courses offered in concert with the internship program. He believes the programs strengths include the opportunity provided the intern to meet high level district administrators and to work and socialize with their own supervisors, the opportunity to attend classes with administrators, and the flexibility allowed the interns within the program.

The difficulties, he sees, in general, involve time constraints. Interns, he believes, should not be on teacher contracts because they are needed for evening duties. Not enough planning time provided for the intern and supervisor to share, and the interns usefulness is often curtailed by calls to various district-level meetings at short notice, Butler says.

High school principal, Johnny Lee, who also participated in the university course, says he found the strengths of the program to lie in the opportunities it provided interns to experience administrative duties in a school climate, and then to analyze their beliefs and past training for proper preparation as a future administrator.

He believes the program should be modified to teach, directly, a variety of leadership styles and to provide interns with role playing opportunites to enhance their decision-making skills.

In summary, then, the mentors felt that the program offered the following opportunities for interns:

1) A chance to shadow
2) A chance to observe different leadership styles
3) A chance to make contacts
4) A chance to observe a school in action for an entire year
5) A chance to try a variety of tasks and different degrees of responsibility without serious consequences if fail

In addition, the program forced the mentors to look at themselves and decide what they were doing and how.

The administrators did suggest some problem areas and made the following recommendations:

1) More is needed: objectives to work on and to use for evaluation
2) Need early decisions and coordination between mentors on moves of interns
3) Interns' role needs to be defined: how much responsibility, how much authority
4) Tasks were sometimes assigned to the interns that they couldn't always fulfill because of conflicts with other parts of the program. Better coordination is needed.
5) Need more group discussions between principals about the interns' activities as well as the program in general.

Generally, principals don't approve of the program as a step before getting a principalship, especially at the high school level. They suggested there should be a step before a high school principal post, like administrative assistant or assistant principal.

CHAPTER X

Conclusion

As the first year of the Administrative Internship Program drew to a close, Superintendent Gordon L. McAndrew and Dr. Connie Buford, who was in charge of the program, met to assess the benefits the program had offered Richland District One.

The interns as well, armed with their year's experience, met at the end of the year to discuss the traits necessary to be an effective leader and to discuss the tasks that could be used to teach effective leadership. McAndrew and Buford also contributed to the traits and tasks design.

The conclusion to the study of the first year of the Administrative Internship Program offers McAndrew's and Buford's assessment; a list of leadership traits and tasks which will be used in designing the second year's program, and, from the study of Richland District One's effective principals, a summary sheet of qualities observed among such leaders despite their different leadership styles.

Richland District One Superintendent Gordon L. McAndrew evaluates the Administrative Internship Program on two fronts. "The practical benefits," he says, "have been significant. When you figure eight out of ten interns are placed in administrative positions, you can see a significant advantage to the school district in having such a program. Now we have people going into assignments who have had good preparation for their jobs. I don't think we could have come up with such a strong group of new administrators if we didn't have the program."

McAndrew sees the theoretical side of current administative training practices in another light. "As far as the theoretical side of training programs, I think that's pretty soft. I would argue that we (the district)

ought to be able to become certified to train administrators. We can't do it now because there is a state policy against it."

He adds, "My overwhelming impression is that preparing administrators by sending them back to school to take courses doesn't please anybody. It's certainly not a system rated in high esteem by the administrators themselves. I'd like to try out the option of district certification to train administrators. We would want University help, but that would allow us to establish a more effective program than just the University can offer."

McAndrew's ultimate goal for the fledging Administrative Internship Program is that it would lead to a new manner of training administrators -- "an interdisciplinary mix." But he feels that, "Colleges of Education would be against districts taking charge. Frankly, I would be surprised if we ever get there."

In just one year, however, the program has offered District One a valuable opportunity, according to McAndrew, "to select future administrators, check them out for a year and develop in them those traits we think are necessary to be an effective administrator."

Dr. Connie Buford, McAndrew's special assistant and the district administrator in charge of the project, adds, "The best thing about the program is the opportunity it provides ten people to form a group, find out about themselves, develop strengths and develop confidences. It's the best training in the world because these people have grown. They've been given the opportunity to learn about themselves."

Based on the opinions of the interns and administrators involved, as well as research conducted through the project, several leadership qualities or "traits" emerged as important. These seem to fit in five general categories: intelligence, human relations, communications, self-

confidence, and wellness -- and are listed below. Beside each "trait" are examples of possible methods ("tasks") used to enhance, or increase, a trainee's skills in this area.

Leadership Traits and Tasks

I. Intelligence

A. Problem Solving Ability

1. Read narratives, decide what problem is, decide on good and bad answers and present more than one positive solution.
2. Take an "in" box and put items into "do now, do later" order and decide what will be done on "do nows."
3. Watch videotape of teacher complaining and deal with the teacher's problem.
4. Discuss possible problems in terms of seriousness, nature of problem, priority, and solutions in terms of people and in terms of time.

B. Vision

1. Have a writing exercise in which goals are set up or determine a hypothetical school's goals.
2. Participate in a writing exercise in which problems in the future of education are discussed.

C. Organizational Skills

1. Take a hypothetical week and schedule self and secretary.
2. Participate in time management workshops, books.
3. Keep a time log and categorize work from results.
4. When presented with a list of principal's tasks, estimate length of time each will take.

D. Sense of Order

1. Read a long educational article and do a short summary.
2. Take minutes at a meeting.
3. Have a seminar on memo writing, statistics, and interpretation of test scores.

E. Ability to See Relationships

1. Tour a school neighborhood and develop a needs assessment.
2. Attend PTA meeting and then describe the school and community.
3. Visit a school's leadership groups (or community's) and write up relationships between groups and school.

F. Cultured, well versed in field

1. Discover local sources for art, music in schools.
2. Attend workshops on children and the arts.
3. Prepare a reading list.
4. Devise a system for circulating latest important articles on education, related matters.

II. Human Relations

A. Appropriate behavior with different populations

1. Go to a school faculty meeting or PTA to present information.
2. Make longer than one-day visits to schools with varied populations to observe parent conferences and classrooms, then write up observations.
3. Observe more principals in action.
4. Observe personnel interviews.
5. Deal with public more.
6. Perform task, write up actions, and let mentor assess actions in terms of how dealt with people involved.

B. Manipulative Diplomacy

1. Participate in role playing situations.
2. Have a workshop on teacher evaluations with focus on same observation presented different ways and the reaction one would get each time.
3. Observe advisory council or faculty meeting at school, an intern meeting or McAndrew with board and write up observation.
4. Conduct meeting and assess "manipulative diplomancy" afterwards.

C. Ability to Remain Accessible

1. Have a time management workshop.
2. Visit principal for at least one full day and keep a time log.
3. Develop sample phrases a secretary might use to give appearance of accessibility.
4. Analyze a principal's style and note various time management strategies.

D. Goal Setting Ability

1. Present personal goals.
2. Do a task like an annual school report.
3. Be evaluated by mentor on management by objectives.

E. Ability to See Consequences of Actions

1. View videotapes of a situation and write up consequences.
2. Have discussions on policy manual.
3. Discuss with the superintendent his goals for the district.
4. Discuss with area superintendents their goals.
5. Write report on superintendent's annual "State of State" address.
6. Attend board meeting and write up expected results to action taken.

F. Blend of Democratic and Autocratic Leadership Style

1. Assess intern's style and develop plan of action to modify as needed.

2. Have some area in which intern has full authority.

3. Role playing.

4. Observe teachers or principals and assessing leadership style.

5. Discuss videotapes of different situations.

G. Inspiring

1. Participate in a workshop on community enthusiasm with words and body language.

2. Evaluate someone who inspires intern (his "hero").

III. Communications

A. Listening

1. Attend a speech and write up a summary from notes taken at speech, hand in both notes and summary.

2. Take minutes of meeting.

3. Be responsible for phone calls for mentor.

4. Participate in a workshop on body language, listening skills.

B. Writing

1. Have a workshop on writing skills.

2. Write reports, memos, letters.

C. Talking

1. View a videotape presentation of himself.

2. View a videotape interview of himself.

3. Videotape intern meeting.

4. Have a workshop by personnel manager or "head hunter" on how to sell self in interview.

IV. Self-Confidence

A. Secure

1. Do a self assessment of strengths, weaknesses.

2. Have a workshop on how to obtain information in district.

B. Tolerant

1. Have a desegregation (race and sex) workshop.

C. Sense of Humor

1. Find your favorite speech.

2. Do a collection of humorous situations.

3. Analyze a serious situation for ways to defuse with humor.

4. Do an essay on humor in self.

D. Adaptable

1. Shift to other schools, other grade levels in same role for a few days.

2. Participation in role playing.

E. Ability to Delegate

1. Must have some authority with tasks that can be shared.

2. Use an "In-box" technique and choose problems a principal wouldn't have to deal with personally.

F. Presence

1. Do a self-assessment on how others perceive you.

2. Have a Dale Carnegie or Millie Lewis workshop.

G. Creative Insubordination

1. Know policies and discuss situations when could bend.

2. Present solution to situations in which a person can get what he wants without breaking rules.

V. Wellness

A. Mental

1. Have a stress workshop.

2. Do a personality test (optional).

3. Have workshops on TA, Yoga, or other "mind-stimulating" topics.

B. Physical

1. Use biofeedback.

2. Take a physical stress test.

3. Organize physical games for interns.

C. Emotional

1. Analyze personal warning signals.

2. Assign secret buddies.

3. Offer free counseling session(s).

4. Analyze what's emotionally important and imagine situations where one would "break" and what can be done to avoid that.

D. Maturity

1. Discuss coping.

2. Do some form of maturity evaluation.

SUMMARY OF QUALITIES

Based on the impressions of the interns as well as the opinions of the supervising principals, successful principals are similar in at least ten ways. Effective principals:

1. Know themselves and have accurate perception of how others see them, are introspective.
2. Make time for community activities.
3. Set goals for their schools and have plans for meeting those goals.
4. Have developed their own philosopny of education and can fit it into the big picture, can adjust their philosophy to fit the needs of their schools.
5. Are articulate.
6. Have good radar, can size up a situation and people, have empathy.
7. Can blend autocracy and democracy, are willing to step in and take control, to take ultimate responsibility but also are willing to share decision-making when possible and sometimes to accept decisions of others which are not their first choice, able to create appearance power was shared.
8. Are adept at organizing tasks, time and people.
9. Believe they would never ask another what they could not or would not do.
10. Are "affective" leaders at elemencary level, but more management-oriented at high school level.